Magnolia Public Schools

Regular Board Meeting

Date and Time
Thursday June 23, 2022 at 6:00 PM PDT

Location
https://zoom.us/j/97856064990?pwd=MHhBZCtGT0xEMlZpNEZQZVJ3RDBPZz09

Meeting ID: 978 5606 4990   **Passcode:** 021250
One tap mobile: +16699009128,,97856064990# US (San Jose)

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

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

Any public records relating to an agenda item for an open session which are distributed to all, or a majority of all, of the Board Members shall be available for public inspection. Magnolia Public Schools values public comment during Board meetings. Pursuant to AB 361 members of the public may address the Board during the Public Comment period on the day of the board meeting without the need to complete a public speaker form. We limit individual speakers to three (3) minutes and speakers with interpreters to six (6) minutes. For any questions regarding this meeting email board@magnoliapublicschools.org or call 213-628-3634 Ext. 100.

Board Members:
Ms. Sandra Covarrubias, Chair
Dr. Umit Yapanel, Vice-Chair
Dr. Salih Dikbas
Ms. Diane Gonzalez
Mr. Mekan Muhammedov
Mr. Daniel Sheehan
Mrs. Esra Eldem Tunc

CEO & Superintendent:
Mr. Alfredo Rubalcava

Agenda

	Purpose	Presenter	Time
I. Opening Items			**6:00 PM**
Opening Items			
A. Call the Meeting to Order			1 m
B. Record Attendance and Guests			1 m
C. Approval of Agenda	Vote		1 m
D. Public Comments			5 m
E. Announcements from CEO & Superintendent and Board Members			5 m
II. Closed Session			**6:13 PM**
A. Public Announcement of Closed Session	FYI		1 m
B. Public Employee Performance Evaluation (§ 54957) - Title: CEO & Superintendent			60 m
C. Report Out of Closed Session	FYI		1 m
III. Consent Items			**7:15 PM**
A. 2022-23 Certification of Signatures Form	Vote	S.Budhraja	3 m
B. Approval of 2022-23 MPS Board Meeting Calendar & Committee Meeting Calendar	Vote	A.Rubalcava	3 m
C. Approval of MPS 2022-23 Student/Parent Handbook	Vote	D.Yilmaz	3 m
IV. Information/Discussion Items			**7:24 PM**
A. Community Schools Planning Update	Discuss	B.Lopez	10 m
B. Academic Updates	Discuss	E.Acar	10 m
C. Progress on Meeting Local Performance Indicators on the CA School Dashboard	Discuss	D.Yilmaz	15 m
V. Action Items			**7:59 PM**
A. Appointment of 2022-23 MPS Board Officers	Vote	A.Rubalcava	5 m
B. Approval of the Local Control and Accountability Plans (LCAP) for All MPS	Vote	D.Yilmaz	15 m
C. Approval of the 2022-23 Adopted Budgets for all MPS Sites & Home Office Management Fee Policy	Vote	Finance Committee	15 m
D. Approval of the 2023-23 MPS Master List of Contracts for the 2022-23 Fiscal Year	Vote	Finance Committee	10 m
E. Approval of the Education Protection Act (EPA) Resolution for the 2022-23 School Year	Vote	S.Budhraja	7 m
F. Approval of Expanded Learning Opportunities Program (ELO-P) Plans for MSA-1, 2, 3, 4, 5, 6, 7,8 ,Santa Ana and San Diego	Vote	E.Acar	7 m

	Purpose	Presenter	Time
G. Approval of Updated MPS Health and Safety Policy and Injury and Illness Prevention Program ("IIPP") COVID-19 Addendum	Vote	D.Hajmeirza	5 m
H. Approval of AdHoc Committee to Evaluate and Approve Discrete Facilities Projects for MSA-1, MSA-Santa Ana & MSA-San Diego	Vote	Audit/Facilities Committee	15 m
I. Approval of CLI Capital as a Lender to Magnolia Educational & Research Foundation (MERF)	Vote	Audit/Facilities Committee	10 m
J. Election of Board Members to Magnolia Properties Management, Inc	Vote	P.Ontiveros	7 m
K. Approval of CEO Comparable Compensation Data	Vote	M.Muhammedov	5 m
L. Approval of CEO Metrics, Evaluation Measures, and Contract Renewal	Vote	M.Muhammedov	10 m

VI. Closing Items   9:50 PM

	Purpose	Presenter	Time
A. Adjourn Meeting	Vote		1 m

Coversheet

2022-23 Certification of Signatures Form

Section: III. Consent Items
Item: A. 2022-23 Certification of Signatures Form
Purpose: Vote
Submitted by:
Related Material: 2022-23 Certification of Signatures Form.pdf

![MAGNOLIA PUBLIC SCHOOLS logo]

Board Agenda Item#	III A: Consent Item
Date:	June 23, 2022
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Steve Budhraja Ed.D, Chief Financial Officer
RE:	2022-23 Certification of Signatures Form

Proposed Board Motion

I move that the board approve the 2022-23 Certification of Signatures Form for Charter School Funds Distribution Authorization. Signatures will be effective July 1, 2022 through June 30, 2023. Signatories will include the CEO & Superintendent, Chief Financial Officer, Chief Operations Officer 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, 2022, the new form will be in place July 1, 2022 to June 30, 2023.

Budget Implications

There are no budget implications.

Exhibits

1. Certifications of Signatures Form
2. Resolution

Magnolia Educational & Research Foundation

DISTRICT

CERTIFICATION OF SIGNATURES

As clerk/secretary to the governing board of the above named 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 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 are 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, 2022___ to ___June 30, 2023___

In accordance with governing board approval dated ___June 23___, 20 __22__.

Signature _____
Clerk (Secretary) of the Board

Typed Name __Jennifer Lara__
Clerk (Secretary) of the Board

NOTE: Please TYPE name under signature.

Column 1
Signatures of Members of the Governing Board

SIGNATURE	INITIALS
TYPED NAME Ms. Sandra Covarrubias	
President of the Board of Trustees/Education	

SIGNATURE	INITIALS
TYPED NAME Ms. Jennifer Lara	
Clerk/Secretary of the Board of Trustees/Education	

SIGNATURE	INITIALS
TYPED NAME Dr. Umit Yapanel	
Member of the Board of Trustees/Education	

SIGNATURE	INITIALS
TYPED NAME Mr. Mekan Muhammedov	
Member of the Board of Trustees/Education	

SIGNATURE	INITIALS
TYPED NAME Ms. Diane Gonzalez	
Member of the Board of Trustees/Education	

SIGNATURE	INITIALS
TYPED NAME Dr. Salih Dikbas	
Member of the Board of Trustees/Education	

SIGNATURE	INITIALS
TYPED NAME Mr. Daniel Sheehan	
Member of the Board of Trustees/Education	

If the Board has given special instructions for signing warrants or orders, please attach a copy of the resolution to this form.

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	INITIALS
TYPED NAME Mrs. Esra Eldem Tunc	
TITLE Member of the Board of Trustees/Education (Column 1)	

SIGNATURE	INITIALS
TYPED NAME Alfredo Rubalcava	
TITLE CEO & Superintendent	

SIGNATURE	INITIALS
TYPED NAME Steve Budhraja	
TITLE Chief Financial Officer	

SIGNATURE	INITIALS
TYPED NAME Suat Acar	
TITLE Chief Operations Officer	

SIGNATURE	INITIALS
TYPED NAME	
TITLE	

SIGNATURE	INITIALS
TYPED NAME	
TITLE	

SIGNATURE	INITIALS
TYPED NAME	
TITLE	

Number of Signatures required:

ORDERS FOR SALARY PAYMENTS	ORDERS FOR COMMERCIAL PAYMENTS
NOTICES OF EMPLOYMENT	CONTRACTS

FORM NO. 503-804 Rev. 10-10-2013

CERTIFICATION OF SIGNATURES RESOLUTION

Date: June 23, 2022

Gail Reardon
Business System Analyst
Business Charter School Unit
Los Angeles County Office of Education (LACOE)

Per LACOE Bulletin #5284, attached is the revised Certification of Signatures Resolution expiring on June 30, 2023 which was approved during our organizational meeting on June 23, 2022.

If you have any questions, please contact, Jennifer Lara, MPS Executive Assistant/ Board Secretary at 213-628-3634 Ext. 100 and jlara@magnoliapublicschools.org

Sincerely,

Jennifer Lara

Magnolia Public Schools
Executive Assistant & MPS Board Secretary

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

Coversheet

Approval of 2022-23 MPS Board Meeting Calendar & Committee Meeting Calendar

Section: III. Consent Items
Item: B. Approval of 2022-23 MPS Board Meeting Calendar &
Committee Meeting Calendar
Purpose: Vote
Submitted by:
Related Material: 2022-23 Board.Committee Calendars.pdf

MAGNOLIA
PUBLIC SCHOOLS

Board Agenda Item #	III B: Consent Item
Date:	June 23, 2022
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Alfredo Rubalcava, CEO & Superintendent
RE:	2022-23 MPS Board and Committee Meeting Calendars

Proposed Board Motion

I move that the board approve the calendar for 2022-23 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 2022-23 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.

Magnolia Public Schools is granted the teleconference flexibilities afforded in AB 361. As COVID-19 cases have been in a slight increase, the Board on a monthly basis revisits this item and for now meeting in person in a congregation is deemed a risk to educational partners, staff and Board. Meetings for now will be held virtual and the Board will revisit if any changes should be made in regards to meeting locations. Though AB 361 grants certain flexibilities, the Board will follow all other regulations prescribed in the Brown Act and SB126.

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

CEO & Superintendent & Chief Financial Officer will revisit based on the direction of the Board for future developments of in-person meetings to accommodate costs associated with meetings including school site budget for staff compensation for extra hours worked during board/committee meetings.

Exhibits (attachments):

- 2022-23 MPS Board Calendar
- 2022-23 MPS Committee Calendar

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

MAGNOLIA
PUBLIC SCHOOLS

2022-23 BOARD MEETINGS CALENDAR
Magnolia Educational & Research Foundation
Magnolia Public Schools

All meetings begin at approximately 6:00 pm (PST) and are held on the dates stated below. At this time, under AB 361, locations for these meetings will be held via teleconferencing (Zoom) until change is made. Any changes will be reflected on the MPS website: www.magnoliapublicschools.org

Meeting information and call-in numbers are posted on the website following notice procedures: 72 hours notice for Regular Board Meetings, 24 hours notice for Special Board Meeting or 1 hour notice for Emergency Board Meetings.

7/14/2022

8/11/2022

9/08/2022

10/13/2022

11/10/2022

12/08/2022

1/19/2023

2/09/2023

3/09/2023

4/13/2023

5/11/2023

6/08/2023

6/22/2023

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2022-23 Magnolia Public Schools
Board Committee Calendar

- Academic Committee
- Educational Partners & Development Committee
- Audit/Facilities Committee
- Finance Committee
- Nominating/Governance Committee

September 2022

9/1/2022 – Audit/Facilities Committee Meeting at 5:30PM

9/7/2022 – Finance Committee Meeting at 6:00PM

October 2022

10/6/2022 – Audit/Facilities Committee Meeting at 5:30PM

10/13/2022 – Academic Committee Meeting at 5:00PM

November 2022

11/3/2022 – Audit/Facilities Committee Meeting at 5:30PM

11/17/2022 – Governance Committee Meeting at 5:30PM

December 2022

12/1/2022 – Audit/Facilities Committee Meeting at 5:30PM

12/7/2022 – Finance Committee Meeting at 6:00PM

January 2023

1/18/2023 – Audit/Facilities Committee Meeting at 5:30PM

February 2023

2/2/2023 – Audit/Facilities Committee Meeting at 5:30PM

2/16/2023 – Academic Committee Meeting at 5:30PM

March 2023

3/2/2023 – Audit/Facilities Committee Meeting at 5:30PM

3/8/2023 – Finance Committee Meeting at 6:00PM

3/30/2023 – Educational Partners & Development Committee Meeting at 5:30PM

April 2023

4/6/2023 – Audit/Facilities Committee Meeting at 5:30PM

4/13/2023 – Educational Partners & Development Committee Meeting at 5:00PM

May 2023

5/4/2023 – Audit/Facilities Committee Meeting at 5:30PM

5/11/2023 – Academic Committee Meeting at 5:00PM

5/18/2023 – Governance Committee Meeting at 5:30PM

June 2023

6/1/2023 – Audit/Facilities Committee Meeting at 5:30PM

6/1/2023 – Educational Partners & Development Committee Meeting at 6:30PM

6/7/2023 – Finance Committee Meeting at 6:00PM

Coversheet

Approval of MPS 2022-23 Student/Parent Handbook

Section: III. Consent Items
Item: C. Approval of MPS 2022-23 Student/Parent Handbook
Purpose: Vote
Submitted by:
Related Material: MPS 2022-23 Student.Parent Handbook.pdf

MAGNOLIA
PUBLIC SCHOOLS

Board Agenda Item #	III C: Consent Item
Date:	June 23, 2022
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of the MPS 2022-23 Student/Parent Handbook

Proposed Board Recommendation

I move that the board approve the MPS 2022-23 Student/Parent Handbook.

Background

This is a routine annual item for the Board. MPS updates our Student/Parent handbook every year based on feedback from our stakeholders and legal counsel. It is a live document that is consistent with our charter petitions and practices at our school sites. The handbook includes most of our student policies in their entirety except those which are too long or specific to be fully included in a general student/parent handbook, such as independent study and forms or math placement policy. Each of those exceptions is included as a synopsis and the student/parent is referred to the full policy for details. All those policies are made available to the schools on our school websites and in the front office of our school sites for convenient access.

The handbook includes required annual notices and forms such as Title I meetings, parent-student-school compact, UCP, etc. It also includes agreements for students/parents to sign, such as the Student Technology Use Policy. Instead of mailing students/parents separate notices and forms to review and sign throughout the year, MPS has consolidated all required notifications and forms in a single handbook with an acknowledgement and signature page attached to the end. This approach has resulted in a handbook with a relatively larger size, but the benefits (compliance with notifications, convenient access to policies, etc.) seem to be worth it. Besides providing all necessary information in a single place to the stakeholders, our school administrators also find this approach very practical for accountability purposes.

The Student/Parent Handbook is purposefully designed into seven sections:

1) Academics: Educational Equity
2) Academics: High School & Beyond

3) Attendance & Records

4) Health & Wellness

5) Safety & Security

6) Engaging Educational Partners & Complaint Procedures

7) Information Sheets & Notices

Subtopics are grouped together so that a person interested in one topic, e.g., Health & Wellness related topics, can conveniently find all related information in that section of the Handbook. Most district handbooks list all their topics alphabetically, not by topic, making it hard to find information in one place and synthesize.

MPS also followed LACOE's "Annual Parent Notifications" manual to include all of the required notifications as well as most of the recommended notifications. Therefore, we ended up including more than 100 notifications in the Handbook. The best part is that all those notifications are grouped into the seven sections of the Handbook by topic along with the related Magnolia policies and procedures to make the Handbook coherent and easy to follow.

Traditionally, the Chief Accountability Officer (CAO) trains MPS school site administrators on changes made to the handbook during the summer training and at monthly academies throughout the year. The CAO, working with the Chief Academic Officer and the Director of Student Services, also facilitates discussion during those meetings and collects feedback on our policies in order to finalize the following year's handbook.

Following is a list of modifications made in the 2022-23 Student/Parent Handbook.

Page #	Modification
5-7	Updated the Vision and Mission. Added Core Values, Portrait of a Graduate Competencies, Schoolwide Learner Outcomes (SLO) and Goals.
8	Updated address and added a picture for MSA-6.
19	Added language about English Learners Identification Notice *(copied from LACOE's "Annual Parent Notifications" manual)*
20	Added language about Instruction for Pupils with Temporary Disabilities *(copied from LACOE's "Annual Parent Notifications" manual)*
25	Added language about Education of Homeless Youth: Right to Apply for Financial Aid *(copied from LACOE's "Annual Parent Notifications" manual)*
28	The following waiver which applied to the class of 2022 has been removed thereby restoring the requirements for the class of 2023. * The "Prepared" designation requirement and the service-learning hours requirement have been waived for the Class of 2022.
33	Added language about Retroactive Grant of High School Diplomas: Departed/Deported Pupils *(copied*

	from LACOE's "Annual Parent Notifications" manual)
37	Added language about the MPS College Application Fee Policy.
38	Added language about Chronic Absenteeism and Arrest of Truants *(copied from LACOE's "Annual Parent Notifications" manual)*
42	Added language about Truant Consequences *(copied from LACOE's "Annual Parent Notifications" manual)*
44	Updated language about Custody Issues *(copied from LACOE's "Annual Parent Notifications" manual)*
47	Added language about California Youth Football Act and Health Insurance Coverage for Athletes *(copied from LACOE's "Annual Parent Notifications" manual)*
48	Added language about Medical or Hospital Service *(copied from LACOE's "Annual Parent Notifications" manual)*
51	Updated language about Immunizations *(copied from LACOE's "Annual Parent Notifications" manual)*
52	Updated language about Free School Meals based on EC 49501.5.
54	Added an introductory blurb about suicide prevention *(copied from LACOE's "Annual Parent Notifications" manual)*
64	Added language about Walking or Riding a Bicycle to School *(copied from LACOE's "Annual Parent Notifications" manual)*
71	Updated language about Electronic Nicotine Delivery Systems (e-cigarettes) *(copied from LACOE's "Annual Parent Notifications" manual)*
83	Added language about Dangerous Objects *(copied from LACOE's "Annual Parent Notifications" manual)*
96	Added the following language: "The Board shall convene a hearing on the appeal within fifteen (15) working days of receipt of a timely written request for an appeal. (This timeline supersedes the timeline statement in the charter petition if different.)" Previously, it was 30 calendar days. Changed based on feedback from the Director of Student Services. Charter petitions will be updated during renewal.
130-137	Updated the year from 2021-22 to 2022-23 in the forms that are required on an annual basis.
Various	The word "stakeholder" has been replaced with "educational partner."

Budget Implications

N/A

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

The Student/Parent Handbook includes updates to our student policies that will affect implementation of policies/procedures at the school sites.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- MPS Student-Parent Handbook 2022-23 (yellow highlights)

Student/Parent Handbook

2022-23

Magnolia Public Schools
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Tel: (213) 628-3634
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www.magnoliapublicschools.org

Table of Contents

3

Wishing You a Wonderful School Year!

Dear Parents/Guardians and Students:

Magnolia Public Schools ("MPS") staff believes that education is a shared responsibility between parents, teachers, school staff and students. The success of our students depends on the cooperation of everyone concerned. Each group is responsible for doing its part to make school a place where we can learn and play together in harmony. Everyone has the right to feel safe, secure, and accepted regardless of color, race, gender, popularity, ability, religion, or nationality. This handbook allows us to share our vision with the students and parents/guardians of our school community.

MPS is a reflection of us all. All of our policies are intended to provide a safe and orderly environment that will be conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage you to get to know the school, its programs, activities, and schedule. Become an active participant in your education. Get involved through classes, clubs, and activities.

MPS is aware of the fact that a school environment is viable only with clearly defined and implemented rules. MPS compiled this Student/Parent Handbook ("Handbook"), which addresses the school's regulations and policies to set a standard for our students. It is an essential reference book describing what we expect and how we do things. Read it carefully, discuss it with your parent/guardian or child/youth, and let it act as a guide for your effective involvement in all aspects of school. Keep this handbook so you can refer to it throughout the school year.

Wishing you a wonderful 2022-23 school year!

MPS Administration

About MPS

MPS are tuition-free, public charter schools with campuses throughout Southern California, that focus on Science, Technology, Engineering, Arts, and Math (STEAM) - based teaching to ensure its students are well-rounded and college-ready from day one. We offer smaller class sizes, more attention from teachers, as well as safe campuses that foster ideal learning conditions for our students.

VISION:

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.

MISSION:

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.

CORE VALUES:

MPS has identified Excellence, Innovation, and Connection as its core anchor values, which are reinforced through the Life Skills curriculum, Schoolwide Learner Outcomes (SLOs), and all school activities.

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 educational partners. This sense of connection creates a safe place for all learners and educational partners 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, student 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.

PORTRAIT OF A GRADUATE:

Our overarching objective at MPS is to create a vibrant and mutually beneficial partnership between school and community that supports our students' academic and personal success. With the focused conversation about knowledge, skills, mindsets, and literacies essential for 21st-century student success, and through a design process that intentionally engaged our MPS community, MPS has developed the Portrait of a Graduate. Our goal with the Portrait of a Graduate is a collective vision for MPS that articulates our organization and community's aspirations for our students.

Portrait of a Graduate Competencies

The following are SIX COMPETENCIES and descriptions in our community's Portrait of a Graduate.

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
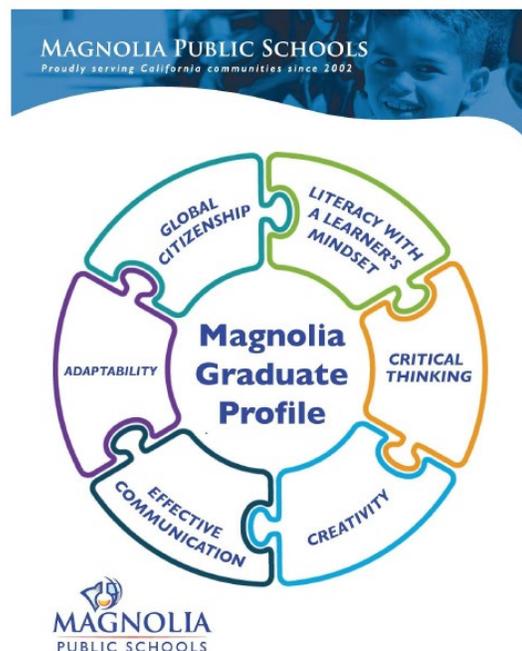
SCHOOLWIDE LEARNER OUTCOMES (SLO):

The SLOs are measurable schoolwide goals that every student is expected to achieve upon graduation from our school. Our SLOs are embedded in our curriculum, including Life Skills, our instructional practice, core values, and daily culture at the school.

LITERACY WITH A LEARNER'S 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. Are inspired to be lifelong readers and critical thinkers.
3. Are 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. 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. Demonstrate 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. Are internationally minded individuals who recognize and value other perspectives and cultures.

GOALS:

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 goal 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 educational partners will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.

WHY MPS?

Students throughout all MPS campuses use technology daily at school and at home as a tool to work collaboratively with each other and communicate with teachers. We challenge their minds, and foster an environment where students want to learn, whether that is through our science labs, or our robotics projects and competitions.

At MPS we place great emphasis on STEAM education, as it will give our students an advantage in their college and career plans. MPS students also participate in a variety of school activities and clubs including technology & engineering, language & culture, community service, and visual & performing arts.

We are looking for great minds who want to learn. With the help of our teachers, principals, staff, and of course parents, we aim to prepare our students to succeed in whatever educational and career paths they choose.

OUR TEACHERS:

All teachers at MPS go the extra mile for their students, even visiting the homes of our students through our Home Visit Program to do whatever is possible to ensure our students perform at their best. It is no wonder many of our parents, who themselves are quite involved in their children's academic careers, have given us top ratings among charter schools.

OUR CAMPUSES:

Our STEAM charter school campuses throughout Southern California are enrolling high school, middle school, and elementary students from the areas of Reseda, Van Nuys, Northridge, Granada Hills, Chatsworth, North Hills, Lake Balboa, North Hollywood, Sun Valley, Arleta, Mission Hills, Panorama City, Valley Glen, Carson, Bell, Santa Ana, San Diego, and Los Angeles.

Magnolia Science Academy-1 *Grades: 6-12*

18238 Sherman Way, Reseda, CA 91335
(818) 609-0507
www.msa1.magnoliapublicschools.org

Magnolia Science Academy-4 *Grades: 9-12*

11330 W Graham Place, Los Angeles, CA 90064
(310) 473-2464
www.msa4.magnoliapublicschools.org

Magnolia Science Academy-2 *Grades: 6-12*

17125 Victory Blvd., Van Nuys, CA 91406
(818) 758-0300
www.msa2.magnoliapublicschools.org

Magnolia Science Academy-5 *Grades: 6-12*

18238 Sherman Way, Reseda, CA 91335
(818) 705-5676
www.msa5.magnoliapublicschools.org

Magnolia Science Academy-3 *Grades: 6-12*

1254 East Helmick St., Carson, CA 90746
(310) 637-3806
www.msa3.magnoliapublicschools.org

Magnolia Science Academy-6 *Grades: 6-8*

745 S. Wilton Place, Los Angeles, CA 90005
(310) 842-8555
www.msa6.magnoliapublicschools.org

Magnolia Science Academy-7　　*Grades: TK-5*

18355 Roscoe Blvd., Northridge, CA 91325
(818) 221-5328
www.msa7.magnoliapublicschools.org

Magnolia Science Academy-Santa Ana　　*Grades: TK-12*

2840 W 1st St., Santa Ana, CA 92703
(714) 479-0115
www.msasa.magnoliapublicschools.org

Magnolia Science Academy-8 (Bell)　　*Grades: 6-8*

6411 Orchard Ave, Bell, CA 90201
(323) 826-3925
www.msa8.magnoliapublicschools.org

Magnolia Science Academy-San Diego　　*Grades: 6-8*

6525 Estrella Ave., San Diego, CA 92120
(619) 644-1300
www.msasd.magnoliapublicschools.org

Annual Notifications to Parents or Guardians

This Handbook covers required and recommended annual notifications to parents or guardians.

Key to Code and Regulation Section Abbreviations

EC	California Education Code
BPC	Business and Professions Code
CC	Civil Code
5 CCR	Title 5, California Code of Regulations
HSC	California Health and Safety Code
LEA	Local Educational Agency
PC	California Penal Code
VC	California Vehicle Code
WIC	California Welfare and Institutions Code
34 CFR	Title 34, Code of Federal Regulations
40 CFR	Title 40, Code of Federal Regulations
USC	United States Code

ACADEMICS: EDUCATIONAL EQUITY

Curriculum, Instruction, & Assessment

COVID-19, School Opening, & Distance Learning

The COVID-19 crisis has proven that schools are the heart of our community, not only for learning, but for nutrition, safety, and social-emotional well-being. MPS staff have shown they are flexible, skilled, and creative in meeting the rapidly changing needs of students and families.

As we look to the 2022-23 academic year, we know schools will need additional resources to become better equipped and skilled at remote learning, address learning loss, implement vital health and safety protocols, and support mental health and wellness. When schools open, it is vital to provide students with an environment that is friendly, supportive, and caring. We must identify students who need help or are having difficulty adjusting. We need to make sure all students return to class and reach out to those who do not. The trauma and stress we have experienced must be vocalized and addressed.

In a short time, MPS has developed a comprehensive planning tool. We have analyzed the frameworks and guidance documents released by the CDE, LACOE, OCDE, SDCOE, and other agencies in developing the best school opening plans for our diverse school communities in collaboration with staff, students, families, and other educational partners. These include, but are not limited to, instructional models, health and safety practices, social-emotional support systems, family and community engagement, and operations.

MPS remains committed to continuously evaluating our plans to ensure the health and safety of students. We will be in close communication with our educational partners as we develop, implement, and evaluate our plans.

For specific health and safety information, including protocol regarding re-opening of school facilities and related requirements for staff and students, please see the **"Health & Safety Plan"** located on the school website and contact the school office with any questions you may have.

Standards-Based Curriculum

All curricula at MPS are based on the California state standards, including but not limited to the Common Core State Standards, the Next Generation Science Standards, English Language Development Standards, History-Social Science Framework, and other applicable content standards.

Availability of Prospectus

Upon request, MPS will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, MPS may charge for the prospectus in an amount not to exceed the cost of duplication.

A syllabus is a document about the course content, goals, and elements and a guide for students to the kind of teaching and learning they can expect in their class. Each teacher will hand out copies of the class syllabus on the first day of class and, if applicable, post a digital copy on the course website.

Calendar & Bell Schedule

The school will annually provide all parents and guardians with the school calendar and bell schedules. Notification shall be sent to parents and guardians of all students advising of the schedule of minimum days and pupil-free staff development days. If this schedule subsequently changes, MPS shall notify parents and guardians of the affected students as early as possible, but no later than one month before the scheduled minimum or pupil-free day.

Please check the school website or contact the school office for a copy of the school calendar and bell schedules.

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress, or CAASPP, is the state academic testing program. CAASPP is a system intended to provide information that can be used to monitor student progress on an annual basis and ensure that all students leave high school ready for college and career. The CAASPP assessment system encompasses the following assessments:

- Smarter Balanced Summative Assessments for English Language Arts (ELA) and mathematics in grades 3 through 8 and 11;
- California Alternate Assessment (CAA) for ELA and mathematics for eligible students in grades 3 through 8 and 11;

10

- California Science Tests (CAST) for Science in grades 5, 8, and once in high school;
- California Alternate Assessment (CAA) for Science in grades 5, 8, and once in high school;
- California Spanish Assessment (CSA) for eligible students in grades 3-12.

Starting with spring 2019 CAASPP testing, the CDE will no longer print CAASPP Student Score Reports (SSR) for parents. Hence, parents may no longer receive their child's CAASPP SSR by mail. Parents will be able to access their student's electronic CAASPP SSR in the Infinite Campus Parent Portal. If you do not have an Infinite Campus Parent Portal account, we encourage you to create one soon. Please see section on Parent Portal for details on how to create an account and access test scores.

CAASPP SSRs will include an overall score and a description of the student's achievement level for ELA and mathematics. Score reports for students in grades 5, 8, and 11 will include Science test results. Early Assessment Program (EAP) results will be included on the score reports for students in grade-11, providing an early indication of readiness for college-level coursework. Students who take the CSA will get a separate report.

As the parent or guardian, you have the option of excusing your child from any part of the CAASPP program. If you would like to excuse your child from the test, you must submit your request in writing to the school. Please let the school know as soon as possible so the school can make alternative arrangements for your child.

Testing dates may be found on the school calendar. If you have additional questions about the testing program, please contact the School Principal. Additional information is posted on the internet at http://www.cde.ca.gov/ta/tg/ca/.

Class Change / Course Withdrawals

During the first five school days from the beginning of the course, students will attend the classes they are assigned and/or they signed up for; no changes will be allowed unless there is a scheduling error on the student's schedule. After the first five school days, if necessary academic changes arise, students will have 10 school days to complete changes. Students may withdraw from a course without penalty of an F grade within **15** school days from the beginning of the course. After 15 school days, students must remain in the course until its conclusion. Proof of extenuating circumstances must be provided for any late requests to be considered.

Scheduling errors will receive immediate attention by the Dean of Academics. The following are considered scheduling errors: missing a class period, double up of courses in the same period, missing a course needed for graduation, student has not met the prerequisite for a course, etc.

The school will not consider schedule changes for the following reasons: to be with friends, to change teachers, athletics, early/late arrival adjustments (unless required by state or federal law), etc. Class change is at the discretion of the school administration.

Formative & Summative Assessments

The primary purpose for assessment and grading is to provide feedback to students and parents on the achievement of learning goals. At MPS course report card grades are to be represented in letter-grade equivalent to the percentage earned in each course. Course report card grades are based on performance and practice assessments, as can be seen in the table below.

Aligned with the grading guidelines, each department will work with the Department Chair and the Dean of Academics to develop specific and consistent weights for each assessment/grading subcategory, to be shared with parents and students.

Teachers will create reasonable number of assignments for each subcategory in their assessment/grading system. Teachers will provide students with access to course material, homework assignments, projects, and students' grades through the school information system, and update SIS records daily/weekly.

Assessment Type	Subcategories
Performance Assessments SUMMATIVE ~70-80%	• Unit assessments *(no more than 50%)* • Benchmark assessments *(no more than 30%)* • Final assessment *(no more than 30%)* • Performance tasks (Projects, portfolios, essays, artwork, models, visual representations, multimedia, oral presentations, live or recorded performances, labs, etc.)
Practice Assessments FORMATIVE ~20-30%	• Independent practices • Daily assignments • Classwork • Homework *(no more than 15%)* • Warm-ups • Reviews • Quizzes

Extra Credit

With prior approval from the Dean of Academics, teachers may offer extra credit. A maximum of five (5) extra credit points (out of 100-point numerical grade) may be applied to a student's grade in each of their classes. Additionally, for both English and Math classes, a student may earn up to five (5) extra credit points by demonstrating growth in their

overall MAP RIT* scores, increasing the maximum allowable extra credit points to ten (10). Points may be earned in the testing cycle from Fall to Spring and would be applied to the student's second semester English/Math grades. If Winter MAP test is offered during the first semester, students may also earn points towards their first semester grades. For each point increase in their overall RIT score, students will earn one (1) point of extra credit towards their applicable grade, up to five (5) credit points maximum for each subject area. Regardless of their growth score, students will earn extra five (5) credit points if they meet or exceed the following "Standard Met" cut scores on their Fall or Winter MAP test in the first semester or Spring MAP test in the second semester:

* A RIT score measures a student's level of achievement in a particular subject. (Source: Linking Data Table: CA Smarter Balanced & MAP)

Grade	MAP RIT ELA* Fall-Winter-Spring	MAP RIT Math* Fall-Winter-Spring
2	175-184-188	175-184-189
3	189-196-199	188-196-201
4	198-204-206	202-209-213
5	204-209-211	214-220-224
6	211-214-216	218-223-226
7	213-216-217	224-228-231
8	218-221-222	232-235-237
9	221-222-223	237-239-240
10	222-223-224	241-243-244
11	223-224-225	245-246-247
12	224-225-226	248-249-250

Homework

Homework is essential to success at MPS. Doing homework will help students develop many valuable skills such as good study habits, time management, responsibility, and perseverance. Teachers will assign homework that will foster individual learning and growth that is appropriate for the subject area. Homework is part of all student evaluations. It is the student's responsibility to complete and turn in homework on time. If the student or parent has questions about homework, he or she should immediately contact the teacher who assigned it.

Generally, all homework assignments will be posted online, either on teacher/class web pages or on the school information system, which will be accessible to the parents/guardians by using an authenticated password. The password will protect confidentiality and allow parents/guardians to access their children's academic records. SIS is not intended to replace contacting parents for regular conferences to discuss student progress.

Final Assessments/Exams

All academic classes will have cumulative final assessments/exams at the end of each semester. These final assessments may be in different forms such as test, essay, project, book report, etc. depending on individual teachers' discretion upon approval by the MPS administration. All students are required to take these final assessments. Cumulative assessments are part of the college preparatory culture; these assessments will help students learn how to study more effectively, as well as improve their retention of the subject content.

Make-up Procedures - Incomplete Grades

Every effort should be made for a student to make-up work as soon as possible when returning to school from an absence or series of absences. If a student fails to complete a significant number of performance and/or homework tasks due to absence or other extraordinary circumstances, a grade of Incomplete (I) may be assigned with administrative approval. If the necessary performance and/or homework tasks are not complete by the end of the following marking period, the report card grade will revert to the earned numeric grade. In the final marking period, an Incomplete (I) will revert to the earned numeric grade if not complete by a date agreed upon by the teacher and administrator.

Grading System

Elementary School Grading Scale

MPS will follow the standard scale below to assign percentages/proficiency level for semester work. Individual teachers will establish grading policies and procedures for their classes, and their grades will correspond with this scale. Each teacher will give written policies to students the first week of school.

Percentage	Achievement Level
90% - 100%	Level 4: Standard Exceeded
80% - 89%	Level 3: Standard Met
70% - 79%	Level 2: Standard Nearly Met
Below 70%	*Level 1: Standard Not Met*

Secondary School Grading Scale

MPS will follow the standard scale below to assign letter grades for semester work. Grading is based on a 4.0 (unweighted) scale for regular courses and a 5.0 (weighted) scale for Honors, AP, and approved college courses.

Individual teachers will establish grading policies and procedures for their classes, and their grades will correspond with this scale. Each teacher will give written policies to students the first week of school.

Courses at MPS have passing grades that are outlined in the below grading scale, with a minimum passing score of 70%.

Percentage Grade	Letter Grd Equivalent	Grd-Pt Eqv Unweighted	Grd-Pt Eqv Weighted
98% – 100%	A+	4.0	5.0
93% – 97%	A	4.0	5.0
90% – 92%	A-	3.7	4.7
87% – 89%	B+	3.3	4.3
83% – 86%	B	3.0	4.0
80% – 82%	B-	2.7	3.7
75% – 79%	C+	2.3	3.3
70% – 74%	C	2.0	3.0
Below 70%	***F***	***0.0***	***0.0***

No "D" Policy

There will not be a "D" grade option in the grading scale. The primary concern of MPS is the educational success of our students. This policy will allow for MPS to maintain a high standard throughout its program and ensure that MPS students remain competitive, especially in the area of college and scholarship applications.

[For High School Only] The "No D Policy" applies to all students in grades 9-12 effective of 2012-13 school year. Students who have earned credits at MPS with a "D" grade prior to 2012-13 school year will keep their credits and do not have to make up credits for any previously passed course at MPS. Also, courses transferred from another accredited school will appear on student's transcript as they are, and "D" will be accepted as a passing grade for all transferred courses. Therefore, the "No D Policy" does not negatively impact graduation.

Assignment Grades

Teachers will create reasonable number of assignments for each subcategory in their grading system and assign a weight to each assignment. The weight of an assignment depends on its importance relative to the other assignments in the same subcategory. Students will receive percentage grades for each graded assignment and the student's final semester grade will be a weighted average of the assignment grades, scaled to a maximum of 100 percentage points. SIS will automatically convert student's final percentage grade to a final letter grade according to the scale in the table above.

- **Numerical Assignment Grades:** Teachers are typically accustomed to using numerical grades for student assignments. For example, on a math assignment with 10 questions, a score of 6 out of 10 would be equivalent to 60%, corresponding to a failing grade for that assignment.

- **Letter Assignment Grades:** Sometimes teachers directly use letter grades for assignments. For example, a teacher may choose to grade an assignment using letter grades A, B, C, F. In that case, SIS will convert those letter assignment

grades to percentage grades as shown in the table below.

Letter Grade	Converted to % Grade
A+	100%
A	97%
A-	92%
B+	89%
B	86%
B-	82%
C+	79%
C	74%
F	**55%**

As you may observe, the highest score available for each letter grade range is assigned to each letter assignment grade, keeping the best interest of our students in mind. Since the letter grade "F" has a wide range of 0%-69%, MPS has chosen to assign 50% to mitigate the harm to the student's final class grade.

- **"Check" Grades:** When possible, MPS encourages all teachers to use the check grades for assignments. This grading system is well suited for assignments with a 1-4 rubric. For example, on a writing assignment with a 1-4 rubric, the teacher can use the check system as follows: Check Plus for 4; Check for 3; Check Minus for 2; and Unsatisfactory for 1. In that case, SIS will convert those check grades as shown in the table below.

Check Grade	Converted to % Grade
Check Plus ("+")	100%
Check ("=")	85%
Check Minus ("-")	70%
Unsatisfactory ("/")	***55%***

- **Special Marks:**

Mark	Converted to % Grade
Missing ("M")	***50%***
Excused ("E")	N/A
Not Assessed ("NA")	N/A

- **Grade Floor of 50%:** Missing assignments will be marked as 50% rather than 0%. The lowest grade for a submitted assignment will be 55%.

Numerical Assignment Grades vs. Check Grades

It is important for teachers to understand the negative impact of numerical assignment grades on student's final grade. Numerical assignment grades distort the average percentage grade except when the assignments are graded out of 100 points. To mitigate the harm, MPS has developed the letter assignment grades and the check grades and strongly recommends the use of check grades for assignments.

Example 1: Assume a student received a 1 out of 4 on her first writing assignment based on a 1-4 rubric and a 4 out of 4 on her second assignment. Common sense tells us the student must pass. Following are the student's average percentage grades based on the two grading systems.

Numerical Assignment Grade System	Numerical Grade	% Grade
Assignment #1	1 out of 4	25%
Assignment #2	4 out of 4	100%
Average %		**63%**
Final Letter Grade		**F**

Student receives a failing average if numerical assignment grades *(1 and 4)* are used.

"Check" Grade System	Check Grade	% Grade
Assignment #1	Unsatisfactory	55%
Assignment #2	Check Plus	100%
Average %		**78%**
Final Letter Grade		**C+**

Student receives a passing average if check grades *(Unsatisfactory, Check Plus)* are used.

Example 2: Assume a student received the following scores on his science class demonstrations on a 1-4 scale: 2, 3, 3, 3. Common sense tells us the student must pass. Following are the student's average grades based on the two grading systems. While the student fails in the numerical grading system, the student receives a passing B- in the check grading system.

Numerical Assignment Grade System	Numerical Grade	% Grade
Assignment #1	2 out of 4	50%
Assignment #2	3 out of 4	75%
Assignment #3	3 out of 4	75%
Assignment #4	3 out of 4	75%
Average %		**69%**
Final Letter Grade		**F**

"Check" Grade System	Check Grade	% Grade
Assignment #1	Check Minus	70%
Assignment #2	Check	85%
Assignment #3	Check	85%
Assignment #4	Check	85%
Average %		**81%**
Final Letter Grade		**B-**

Example 3: Similar to the 1-4 scale, 1-10 scale distorts the grade as well. For example, a student with a score of 6 out of 10 (60%) on her first assignment will need to score a 7 out of 10 (70%) on 18!!! more assignments to be able to raise her average to a passing percentage of 70%.

It may seem a stretch to provide such details about different grading systems in a Student/Parent Handbook, but we wanted to show that points-based grading systems have an inherent problem. Because final letter grades are based on a 100-point system, individual assignment grades based on a numerical scale will always result in distortion and harm to student average grade unless assignments are actually graded out of 100. As a remedy, MPS teachers are asked to use the check system whenever possible and be diligent in their grading practices. We want our students and parents/guardians to focus on the learning process without the worry of grade. Therefore, we strive to implement a purposeful and thoughtful grading system. We are traditionally used to points-based grading in secondary school, but even the best points-based grading system still relies on averaging of assignment scores and a final grade on a report card will not truly show what topics the student has learned and the level of mastery. See Standards-Based Grading!

Standards-Based Grading (SBG)

Standards-based grading (SBG) measures student's mastery of the essential standards for a class, or how well the student understands the material in class. Standards based grading does not rely on the average score of an accumulation of scores. Rather, it relies upon a specific standards-based grading rubric per course, per unit, per project. Final/summative grades reflect the knowledge and skills learned rather than an average over time.

MPS would like to report grades that are accurate, consistent, meaningful, and supportive of learning. While most MPS teachers currently implement points-based grading and reporting, MPS encourages teachers to explore and implement standards-based grading and reporting. We will keep you updated of our progress.

14

[For Secondary Grades] **Determining Final Grades**

In middle and high school, course grades are semester based and credit is granted at the end of each semester. Students need to have an end-of-the-semester final grade of at least a "C" (=2.0) to earn credit for the course. MPS grade promotion policy is based on each semester grade and not on yearly average of two semester grades.

[For Secondary Grades] **Grading for Transfer Students Entering Mid-Semester to MPS from Another School**

When a transfer student enters mid-semester to MPS, the transfer grade from the previous school for the same class, if available, will be given the following weights to determine the final semester grade.

Week of the semester student enrolled in MPS	Weight of transfer grade	Weight of grade at MPS
1-6	0	1
7-9	1/3	2/3
10-12	1/2	1/2
13+	2/3	1/3

The teacher may assign make-up work to determine the grade if no transfer grade is available. Make-up work must be assigned within a reasonable time frame that allows the student to complete the work for credit.

The following guidelines apply when a transfer student wants or needs to enroll in a class that he or she was not taking at her/his previous school. The decision will be made on a case-by-case basis.

Week of the semester student enrolled in MPS	Credit
1-6	Full credit enrollment
7-9	Student may or may not be enrolled in new class. If enrolled, it may be either for full credit or for no-credit observation only. Decision will be made on a case-by-case basis. If a decision is made for full credit enrollment, the student is expected to commit to intense intervention which may include attending after-school tutoring and receiving out-of-school support.
10+	Student may or may not be enrolled in new class. If enrolled, it is for no-credit observation only. The decision will be based on the best interest of the student.

Report Cards

Student report cards create a succinct written record of student performance by compiling data from multiple assessments both formal and informal. Report cards are one of several ways to keep parents informed about student performance and to ensure that data collection is regular and consistent. Report cards reflect student achievement toward state standards, and summarize narratives, anecdotal records, attendance data, and information about student participation in class and school life. Results of standardized tests are mailed separately as well as included in the student grade report with explanations designed to help students and parents interpret their relationship to other assessments.

In elementary grades, students will receive a progress report mid-semester and a final report card at the end of each semester. In secondary grades, students will receive two progress reports in a semester and a final report card at the end of each semester.

Teachers will arrange a conference to discuss student progress with at least one parent/guardian each semester. End-of-the-year conferences are prioritized for parents/guardians of students not making progress, low-achieving students, and those identified for retention. Other parents/guardians are encouraged to attend teacher conferences at the end of the year as well.

Ongoing communication between teachers, parents, and students is an essential component of MPS. MPS' school information system provides an effective online communication tool for teachers, students and parents for course material, homework assignments, projects, course grade statistics and records of student grades. In addition to progress reports, report cards, and assessment reports, newsletters are distributed monthly. Parents can conference with teachers on an informal basis as needed, and on a formal basis at least twice (2) a year, to discuss students' progress reports and proficiency levels. Back to School Nights and Open Houses also take place each year to provide parents with information about the school programs.

Grade Change Request Process

Parents have a right to request a change of their student's grade on the following grounds:

- Mistake,
- Fraud,
- Bad faith, and/or
- Incompetency in assigning the grade.

When grades are earned for any course of instruction, the grade earned by each pupil shall be the grade determined by the teacher of the course. In the absence of any of the grounds listed above, the grade shall be final.

Any request for a grade change must start with the classroom teacher within twenty (20) working days of the date the grade report was mailed. The next step, if not resolved with the teacher within ten (10) working days, is a written request to the principal. If not resolved with the principal within ten (10) working days, the decision may be appealed to the Chief Academic Officer. At each step, the parent has the right to present information in support of the request.

15

Grade Promotion/Retention

[For Elementary Grades] **Identification of Students at Risk of Retention**

- **Grades K–2:** Any student who is not at benchmark based on reading benchmark assessments, math benchmark assessments or report card grades will be identified for retention. Retention will only occur if the teacher and parent agree that retention is the best intervention to ensure student success.

- **Grades 3–5:** Any student who does not meet the achievement standards and needs substantial improvement to demonstrate the knowledge and skills in ELA/Literacy or math needed or likely success in future coursework based on Smarter Balanced assessments *(Level 1 on Smarter Balanced assessments)* or any student who is more than one year behind grade level in mathematics or ELA/Literacy as determined by the MAP tests will be identified for retention.

- An identified student who is performing below the minimum standard for promotion shall be recommended by the student's teacher for retention in the current grade unless the student's teacher determines in writing that retention is not the appropriate intervention for the student's academic deficiencies. The teacher's recommendation to promote is contingent upon a detailed plan to correct deficiencies.

[For Middle School Grades] **Grade Promotion**

- To be promoted to the next grade, a middle school student must have a 2.0 grade point average (GPA) and passing grades in all core courses by the end of the school year or by the end of the summer before the start of the next school year. Core courses are Math, Science, English Language Arts, and History/Social Science.
- **Summer School:** Students who fail any core courses should attend summer school at MPS, if available, or at a public school to make up failed course courses during summer. Students who perform successfully at summer school will receive a passing grade as their final grade on their transcript for that course. Student transcripts will be updated to include summer grades and GPA will be recalculated. If a student earns passing grades during the summer for all the failed core courses and have a recalculated GPA of at least a 2.0, he or she may be promoted to the next grade.

[For Middle School Grades] **Identification of Students at Risk of Retention**

If the student has a failed core course or has a recalculated GPA less than 2.0 after the summer before the start of the next school year, student will be recommended for retention in the current grade unless the school administration determines that retention is not the appropriate intervention for the student's academic deficiencies. In that case,

promotion is contingent upon a detailed plan to correct deficiencies.

Retention Procedures

At MPS, the following steps will be taken prior to a student's being retained:

- A letter shall be sent to the student's parent(s) or guardian(s) informing them that their child is at risk of retention.
- The teacher's evaluation shall be provided to and discussed with the student's parent(s) or guardian(s) and the principal before any final determination of pupil retention. The parent(s)/guardian(s) are informed at that meeting that their child is recommended for retention. This meeting is documented with an academic support plan signed by both the teacher and parent/guardian.
- The principal shall make a decision regarding the recommended retention. Upon the acceptance or rejection of the above stated plan by the principal, a letter shall be sent within five (5) school days to formally inform the student's parent(s) or guardian(s) of the principal's decision regarding the retention.
- The parent(s) or guardian(s) shall have the right to appeal the decision to the Chief Academic Officer (CAO) of Magnolia Public Schools (MPS). If the decision of the CAO is not in agreement with the parent(s)/ guardian(s), the latter have the right to appeal directly to the MPS Board of Directors. This meeting will take place at the next regularly scheduled board meeting or by direction of the board president. Or the Board may form a committee to review the appeal and make a recommendation to the Board for approval at the next regularly scheduled meeting.

The program design of MPS is to ensure that all children succeed. Students who are in jeopardy of retention are individually counseled and given extra help in their specific areas of concern, both in class and through intervention offerings.

Grade requirement for school team participation

All students are required to maintain a "C" or better in all classes to play/participate on a school sports or other extracurricular activity team.

Honor Roll

At the end of each semester MPS publishes the honor rolls for students. Honors and High Honors are awarded to all students with a semester GPA of 3.00-3.49 (Honors) and 3.50+ (High Honors). Students must pass all classes to make the semester honor rolls.

Participation in Promotion Activities/ Ceremony

In order for students to participate in any promotion activities they must fulfill all the promotion requirements

and not be on suspension or recommended for expulsion at the time of the Promotion Ceremony.

Tardies/Absences: After 20 tardies or unexcused absences students may be referred to the Reflection Committee regarding their standing and opportunity to participate in the Promotion Ceremony.

High School Credit Earned in Middle School

Students who take high school courses in middle school have the option to have these courses counted toward graduation. These courses must have the same expectations, curriculum and final exams as the equivalent courses taught in high school. Students who choose to have their middle school courses counted toward graduation need to consult with the school administration since these courses need to be reflected on the student's high school transcript. Grades from such courses will not be included in high school cumulative GPA calculations.

The following middle school courses have been identified for high school credit: Mathematics (Algebra 1, Geometry, Integrated Mathematics I, and other high school level mathematics courses), Computers & Technology (approved high-school level courses), and Language Other Than English (LOTE). For middle school LOTE course(s), one year of high school credit will be given for each different language if students demonstrate proficiency by passing those courses or a LOTE proficiency test provided by the school. Again, middle school courses must be comparable in content to courses offered at the high school level. Magnolia Public Schools Home Office ("Home Office") has the final authority to decide which middle school courses will be counted toward graduation.

Field Trips

Field Trips offer exciting ways to learn. MPS students may have the opportunity to go on field trips at various times throughout the school year. MPS plans many field trips, weekend getaways, summer camp, and interstate and international field trips. Students must bring to school a Field Trip Permission Slip signed by a parent or guardian by the specified date in order to be eligible for participation. Phone calls by parents to the school will not be accepted as permission for students to attend.

Students will not be denied participation in educational trips because of race, color, national origin, sex, sexual orientation, disability or any other category protected by applicable law. Each student's parent/guardian must provide written permission for a field trip, authorization for medical care, and a personal health history for those students with health issues/medical conditions. Parents are responsible to provide all necessary medications, supplies, and equipment needed for the field trip at least five school days prior to departure. In order to administer medication (prescription and over-the-counter) on the field trip, parents/guardians must have submitted a complete "Request For Medication To Be Taken During School Hours" form, which includes a parent/guardian signature and the written California licensed health care provider's order with signature and date. If a student needs a Specialized Health Care Service (Protocols),

a current completed Parent Consent and Authorized Healthcare Provider Authorization covering the field trip date(s) MUST be in place.

A complete copy of the **"Field Trip Policy"** is available for review in the school office and on the school website.

Gifted and Talented Education (GATE)

MPS is committed to supporting gifted and highly capable students in a safe, caring environment which promotes a college preparatory, STEAM education. Instructional programs for Gifted and Talented students are based on the core principles that all students have the potential to excel and should have the opportunity to develop their individual abilities, interests and potential. The purpose of the MPS GATE program is not to simply identify the highest achieving students, but rather, identify students with exceptional abilities, those that go well beyond their peer group.

MPS' advanced academic programming serves students in grades K-12 and offers highly challenging learning opportunities that adhere to our Core Values of Excellence, Innovation, and Connection. Educational experiences and are designed to meet the needs of advanced learners with an emphasis on innovation, critical thinking, and logical reasoning.

MPS serves GATE students through a number of delivery models and settings so that students obtain an optimal level of learning, including, but not limited to, Advanced Placement (AP) classes, Honors classes, cluster groupings, acceleration, enrichment activities, and independent studies/group projects.

MPS' identification procedures are equitable, comprehensive, and on-going. Assessments and recommendations for the program reflect best practices and are research- based. MPS understands that examinations alone may not reflect the abilities of all students, as well as GATE students of diverse populations. Therefore, MPS includes teacher and/or administrator recommendations as well as work samples in its identification process.

In order to identify a student as gifted, evidence must be gathered relating to his/her ability to perform beyond chronological peers. Data should be broad enough to discover aptitudes across racial, ethnic, and economic groups. The final determination of eligibility for the GATE program rests with the administration of the individual school site in accordance with the procedures assumed by the MPS governing board. The school shall base decisions on evaluation of pertinent data by an expert in the gifted and talented field. Students referred to the GATE program will be assessed in grades 3, 6, and 9 or upon enrollment and parent request. In order to ensure equity and accurate identification of GATE students, there will be annualized random sample testing of at least 5% of students in grades 3, 6, and 9 across each MPS school. If a parent recognizes characteristics of giftedness in their child, they may request an assessment.

Please contact the school office for a copy of the **"MPS GATE Program Policy."**

Harm or Destruction of Animals

> **Harm or Destruction of Animals – EC 32255 et seq.**
>
> Any pupil with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, must inform his or her teacher of the objection. Objections must be substantiated by a note from the pupil's parent or guardian.
>
> A pupil who chooses to refrain from participation in an education project involving the harmful or destructive use of an animal may receive an alternative education project, if the teacher believes that an adequate alternative education project is possible. The teacher may work with the pupil to develop and agree upon an alternative education project so that the pupil may obtain the knowledge, information, or experience required by the course of study in question.

Math Placement

MPS has adopted a math placement policy to establish a fair, objective, and transparent protocol for placement in mathematics courses in order to ensure the success of every student.

Please contact the school office or visit the MPS website for a copy of the **"MPS Math Placement Policy."**

Physical Education (PE)

MPS 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. Please refer to the "School Wellness Policy" posted on the MPS website for details.

CDE mandates districts to provide at least 200 minutes of PE for every 10 school days for students in grades 1-6 and at least 400 minutes for every 10 school days for students in grades 7-12. High school physical education course content must include instruction in each of the eight content areas: The effect of physical activity upon dynamic health, mechanics of body movement, aquatics, individual/dual sports, gymnastics/tumbling, team sports, rhythms/dance, and combatives. While charter schools are only required to provide PE consistent with their individual charters, MPS strives to offer a strong PE and health education program that promotes student physical fitness and health and that includes instruction, to the extent possible, in the eight areas over the span of the PE classes offered as part of the school's course of study.

MPS will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary. The Board of Directors of Magnolia Public Schools ("Board") recognizes a desire and a need for its students to have flexibility in meeting the PE graduation requirement. An Alternative PE policy meets this need by allowing students to receive credit for physical activities not normally offered as part of the regular on-site PE program. It is the goal of MPS to promote the health of its students by supporting regular physical activity as a vital component of the complete learning environment and providing its students with the opportunity to engage in an array of physical activities that are fun, culturally appropriate, and challenging. Please refer to the MPS Alternative PE Policy for details.

Please contact the school office for a copy of the **"MPS School Wellness Policy"** and the **"MPS Alternative PE Policy."**

Physical Fitness Test (PFT)

MPS administers the state-designated Physical Fitness Test (PFT) to all students in grades five, seven, and nine as required by EC Section 60800 and 5 CCR Section 1040, regardless of enrollment in a PE course. The test provides criterion-referenced standards to evaluate fitness. These standards represent minimum levels of fitness known to be associated with those health and physical characteristics that offer protection against diseases resulting from physical inactivity. Achievement of the fitness standards is based upon a score falling in the Healthy Fitness Zone (HFZ) for each of six fitness areas. The HFZ represents minimal levels of satisfactory achievement on the tasks. The goal is for students to achieve the HFZ for all six fitness areas of the physical fitness test.

Before and After School Programs

Academic Tutoring Program

- Tutoring will be available as part of the MPS after-school program.

- Students can receive tutoring from faculty and volunteers from local universities.

- The program will benefit all students.

- The sessions will generally occur after school; some may be scheduled on the weekends.

- Upon availability, Saturday tutoring is available to all students who wish to improve their academic skills. All students are welcome to join at specified times.

After School Activities

MPS offers a variety of after school tutoring, clubs, sports, and activities for all students free of charge. There is no better way for students to enrich their education than by taking part in clubs, after-school activities or working with a teacher (Tutoring). These opportunities allow students to explore more deeply things they already enjoy and to try other areas that sound interesting. Students who stay for an after-school activity must follow these rules:

- Be with a teacher or other staff member at all times.

- Arrange to have their transportation pick them up at the end of the activity.

- Abide by the MPS code of student conduct and all school rules and policies as outlined in the handbook while participating in the activity.

Students who are disruptive, disrespectful, or who do not follow the rules will be prohibited from participating in the after-school program.

Students not participating in after school activities may not stay after school to wait for another student.

A full list and description of after school clubs and activities will be communicated after school starts, as well as information regarding how to join. We strongly encourage our students to explore and take advantage of these after school opportunities.

MPS is not responsible for students on campus who are not participating in after school activities or who remain on campus after the completion of the after-school activity. Those students must leave the campus within ten minutes of school or after dismissal time. Following is the MPS policy regarding students left on campus after school hours.

A complete copy of the "Afterschool Program Policy" is available for review in the school office and on the school website.

Policy Regarding Students Left on Campus After School Hours

MPS is committed to providing a safe campus for all students. When students are left on school property after the close of business hours, MPS will follow certain steps to ensure students are safe until their parents/guardians come to pick them up. In the event students are left on campus after school hours, MPS staff will:

1. Notify the Principal or designee immediately.

2. Attempt to reach parents/guardians through the phone number provided to the school by parents/guardians at the beginning of the year. This may include contacting any emergency contact(s) listed for the student.

3. If a staff person becomes aware a child is on campus more than ten minutes after dismissal of the regular school day or after school activity, the staff person or another employee will remain on site until an adult, including but not limited to an emergency contact, police officer, or social worker, retrieves the student.

4. Notify the Principal or designee after the fifteen (15) minutes after dismissal has passed if there is a possibility that law enforcement may be called to assist the student.

5. As a last resort, contact law enforcement and/or child welfare services who may remove the student and may assume responsibility for the student until the parent/guardian retrieves the student.

6. In cases of repeated incidents where parents/guardians have been late in picking up their child, notify the

parents/guardians in writing of parental responsibilities and consequences for their child.

Students should not be dropped off more than **thirty (30)** minutes early for School. The school will open its doors at **7:30 a.m.** and starting at this time students will be supervised by School staff. All students that arrive before 7:30 a.m. will be unsupervised and the school will not be responsible for the safety and well-being of these students.

Each individual MPS school may include site-specific amendments into the drop-off, pick-up, and supervision times addressing local issues.

Education of English Learners

English Learners Identification Notice

English Learners Identification Notice - EC 313.2

State law requires that parents of English learners are to be notified annually if they are identified as one of the following: Long-term English Learner or English learner at risk of becoming a Long-term English Learner. The school coordinator for English Language Development will be sending these notices at the beginning of each school year.

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

English Language Proficiency Assessments for California (ELPAC)

MPS values your child's cultural and language assets and offers various instructional program options to best meet your child's educational needs. To better serve the instructional needs of students who are not yet fluent English speakers, school districts are required to identify students' English proficiency levels. Parents and school staff work together to determine the languages that families and students speak at home using the Home Language Survey. Based on responses on the Home Language Survey, state law requires school districts to assess the English language proficiency of new enrollees who speak a language other than English using the Initial English Language Proficiency Assessments for California (ELPAC).

The initial ELPAC must be administered within the first 30 calendar days of enrollment. The school will notify you of the results of this assessment and your student's instructional

program placement with a parent letter called the "Initial Parent Notification Letter for English Learners."

To measure student progress in learning English, all continuously enrolled English Learners will be administered the Summative ELPAC in the Spring until the reclassification criteria is met. Parents will receive annual notification of their student's progress toward reclassification and will be notified that their child is a "Long-term English Learner" or is an "English learner at-risk of becoming a Long-term English Learner."

To find more information about the ELPAC assessment or reclassification criteria, please contact the Principal or designee.

Placement of English Learners (EL) - Structured English Immersion Program

All MPS EL students participate in a Structured English Immersion (SEI) program. The U.S. Department of Education describes the goal of this program as "acquisition of English language skills so that the EL student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English." Within this SEI program, ELs are provided with daily designated and integrated English Language Development. Integrated ELD is provided to all ELs across all disciplines utilizing the researched based frameworks and strategies to support language acquisition. Designated ELD is also provided to all ELs, however instructional placement and support vary according to the students' ELD level. All curricula used within the SEI program has ELD components/resources that facilitate language acquisition. Additionally, Newcomers and Long-Term English Learners receive supplemental services as needed.

For further information on language acquisition, please contact the school office for a copy of the **"MPS EL Master Plan."**

Education of Students with Disabilities

Child Find System

MPS is dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. MPS provides special education instruction and related services in accordance with the Individuals with Disabilities Education Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the charter authorizer. These services are available for special education students enrolled in MPS. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. MPS collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, MPS is responsible for identifying, locating, and evaluating children enrolled at MPS with known or suspected disabilities to determine whether a need for special education and related

services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact the school office.

A complete copy of MPS' **"Special Education Policy and Procedures"** is available for review in the school office and on the school website.

Instruction for Pupils with Temporary Disabilities

Instruction for Pupils with Temporary Disabilities – EC 48206.3, 48207, and 48208

A pupil with a temporary disability which makes attendance in the regular day classes or the alternative educational program in which the pupil is enrolled impossible or inadvisable may receive individualized instruction provided in the pupil's home for one hour a day. Please contact MPS for further information.

A pupil with a temporary disability, who is in a hospital or other residential health facility, excluding a state hospital, may be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located.

It is the responsibility of the parent or guardian to notify the school district in which the hospital or other residential health facility is located of the presence of a pupil with a temporary disability. Upon receipt of the notification, the district will within five working days determine whether the pupil will be able to receive individualized instruction pursuant to EC 48206.3 and, if so, provide the instruction within five working days or less.

A pupil with a temporary disability may remain enrolled in the district of residence or charter school and may attend regular classes when not confined to the hospital setting, the total days of instruction may not exceed the maximum of five days with both school settings and attendance may not be duplicated. If necessary, the district of residence may provide instruction in the home for the days not receiving instruction in the hospital setting, depending upon the temporary doctor orders. The supervisor of attendance shall ensure that absences from the regular school program are excused until the pupil is able to return to the regular school program.

An honorary high school diploma which is clearly distinguishable from the regular diploma of graduation may be awarded to a pupil who is terminally ill, from the resident governing school board, a county office of education or a charter school.

Section 504 Policies and Procedures

Section 504 – 29 USC 794, 34 CFR 104.32

Section 504 of the Rehabilitation Act of 1973 is a federal law which prohibits discrimination against persons with

a disability. The school provides a free and appropriate public education to all pupils regardless of the nature or severity of their disability. The school has a responsibility to identify, evaluate, and if eligible, provide pupils with disabilities the same opportunity to benefit from education programs, services, or activities as provided to their non-disabled peers. To qualify for Section 504 protections, the pupil must have a mental or physical impairment which substantially limits one or more major life activity. For additional information about the rights of parents of eligible pupils, or questions regarding the identification, evaluation, and eligibility of Section 504 protections, please contact the Principal.

MPS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of MPS. Any student who has an objectively identified disability which substantially limits a major life activity, including but not limited to learning, is eligible for accommodations by MPS. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Principal.

A copy of MPS' **"Section 504 Policies and Procedures"** is available upon request in the school office.

Special Education – Use of Assistive Technology

Use of Assistive Technology – EC 56040.3

MPS allows home and community use of assistive technology devices by students who have assistive technology devices as part of their IEP FAPE offer. Students may continue to use while at distributing school and for up to a maximum of two months or until a replacement or comparable device is obtained in new setting. Not every IEP will have an AT device as part of the IEP team offering, but if it is there, it must remain in possession so that the student does not have a lapse in educational access to such device.

Education of Foster and Mobile Youth

Definitions: For the purposes of this annual notice the terms are defined as follows:

1. *"Foster youth"* refers to any child who has been removed from their home pursuant Welfare and Institutions Code section 309 and/or is the subject of a petition filed under Welfare and Institutions Code section 300 or 602. This includes children who are the subject of cases in dependency court and juvenile justice court.

2. *"Former juvenile court school pupils"* refers to a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School.

3. *"Child of a military family"* refers to a student who resides in the household of an active-duty military member.

4. *"Currently Migratory Child"* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, in order that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. "Currently Migratory Child" includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

5. *"Pupil participating in a newcomer program"* means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

Within this notice, foster youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a pupil participating in the newcomer program will be collectively referred to as "Foster and Mobile Youth." Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a "parent."

Foster and Mobile Youth Liaison

The MPS Board of Directors designates the following staff person as the Liaison for Foster and Mobile Youth:

> CEO & Superintendent
> Magnolia Public Schools
> 250 E. 1st St. Ste 1500
> Los Angeles, CA 90012
> (213) 628-3634

The Foster and Mobile Youth Liaison's responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.

2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

School Stability

The Charter School will work with foster youth and their parent to ensure that each pupil is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability, and the opportunity to be educated in the least

restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child, or child of a military family, as follows:

1. For students in kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.

2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

Graduation Requirements

Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and pupils participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption. In the case of a pupil participating in a newcomer program, enrollment in grade 11 or 12 may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the parent, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's parent how any of the requirements that are waived will affect the pupil's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the court's jurisdiction terminates or the student no longer meets the definition of a child of military family, a currently migratory child or a pupil participating in a newcomer program.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.

2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the

student's ability to gain admission to a postsecondary educational institution.

3. Provide information to the student about transfer opportunities available through the California Community Colleges.

4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

Acceptance of Course Work

The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Student Records

When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency ("LEA"), the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the pupil, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the pupil's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a

county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left the Charter School.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

Discipline Determinations

If the Charter School intends to extend the suspension of any foster/ youth pending a recommendation for expulsion, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

Complaints of Noncompliance

A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures.

A copy of MPS' **"Uniform Complaint Policy and Procedures"** is available in the school office and on the school website.

Education of Homeless Children and Youth

Definitions: The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship and includes children and youth who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;

3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or

23

4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Homeless Liaison.

School Liaison

The MPS Board of Directors designates the principal of each school site as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii):

> CEO & Superintendent
> Magnolia Public Schools
> 250 E. 1st St. Ste 1500
> Los Angeles, CA 90012
> (213) 628-3634

The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies.

2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.

3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act ("IDEA"), any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services.

4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.

6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.

7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.

8. Charter School personnel providing services receive professional development and other support.

9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: https://www.cde.ca.gov/sp/hs/.

High School Graduation Requirements

Homeless students who transfer to the MPS any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless MPS] makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder, and the Charter School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's educational rights holder of how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's

additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.

2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.

3. Provide information to the student about transfer opportunities available through the California Community Colleges.

4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

Acceptance of Course Work

The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by

a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment.

A copy of the complete Policy is available upon request at the school office and on the school website.

> **Education of Homeless Youth: Right to Apply for Financial Aid - EC 69432.7, 69519, 69731, 69956, 70032, 78220, and 88931**
>
> Students experiencing homelessness have a right to apply for financial aid to seek education beyond high school. Every district and charter school must appoint a homeless liaison to assist students and families. Please contact the Charter School Liaison for more information of services and policies related to homeless education rights.

Pregnant and Parenting Pupils

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or

parenting student may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the student to be able to complete any graduation requirements, unless the Charter School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

> CEO & Superintendent
> Magnolia Public Schools
> 250 E. 1st St. Ste 1500
> Los Angeles, CA 90012
> (213) 628-3634
> ceo@magnoliapublicschools.org

A copy of the UCP is available upon request at the school office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the school office.

ACADEMICS: HIGH SCHOOL & BEYOND

High School Graduation Requirements

MPS has minimum requirements for a standard diploma that meet and exceed the state graduation requirements and the UC/CSU "a-g" requirements.

Credit Requirement for a Standard Diploma

Currently, every student must earn a total of 200 semester credits in grades 9 through 12 in order to receive a high school diploma. (See section **"High School Credit Earned in Middle School"** for middle school courses identified for high school credit.) Each high school course at MPS is semester based and worth 5 credits, with the exception of courses such as Sustained Silent Reading (SSR) or Advisory which last one-half of a typical class period or less and are worth 2.5 credits. Students need to have an end-of-the-semester final grade of at least a "C" (=2.0) to earn credit for the course. Credit is awarded on the basis of student participation, mastery of subject matter, and/or attainment of skills.

Specific Course Requirements

MPS meets and exceeds the admission requirements of all four-year universities including University of California ("UC"). MPS adopts all options approved for meeting UC's minimum "a-g" subject requirements, including approved "a-g" high school courses, ACT/SAT examination, AP or IB examination, and U.S. regionally accredited college/university courses (in person or online) as well as validation of coursework and grades as described by the UC. MPS will continue to adapt to any changes in UC subject requirements. The following table lists courses required in order to graduate from MPS.

Math Requirements: MPS math requirements are threefold:

- **Credit requirements:** MPS requires at least 30 semester credits of math for a standard diploma (and 40 semester credits of math for an advanced or honors diploma.) Some of these credits can be earned in middle school.
- **Year requirements:** MPS requires students to be enrolled in a math course for at least two years in grades nine through twelve for a standard diploma (state requirement) and at least three years in grades nine through twelve for an advanced or honors diploma. For example, a student may take Mathematics-I or Algebra I in seventh grade, Mathematics II or Geometry in eighth grade, and Mathematics III or Algebra II in ninth grade. The student still needs to take one more year of math for a standard diploma (and two more years of math for an advanced or honors diploma.)
- **Course requirements:** Students need to complete three years of math courses that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry before graduation. Integrated math courses fulfill this requirement.

Science Requirements: *UC requirement:* Two years of college-preparatory laboratory science, including or integrating topics that provide fundamental knowledge in two of these three subjects: biology, chemistry, or physics is required. One year of approved interdisciplinary or earth and space sciences coursework can meet one year of the requirement. Computer Science, Engineering, Applied Science courses can be used in area "d" as an additional laboratory science (i.e., third year and beyond). *CSU requirement:* Two years, including one year of biological and one year of physical science with lab.

Language Other Than English (LOTE) Courses: MPS will allow other options to satisfy the "e"-LOTE requirement for graduation. Completion of higher-level LOTE coursework with a grade of C or higher may validate D or F grades earned in lower-level courses or when a lower-level course is skipped. Please check UC Admissions website for details of course validation. UC-transferable college courses or satisfactory scores on SAT Subject, AP or IB exams can also be used to fulfill the LOTE subject requirement.

Generally, bilingual students are considered to have met the "e" subject requirement and may choose not to enroll in LOTE courses. Students who elect not to take courses in a LOTE may satisfy the "e" requirement *(for all diploma types)* by one of the following methods:

- **Formal schooling in a language other than English** – Students who have completed two years of formal schooling at the sixth-grade level or higher in a school where a LOTE was used as the medium of instruction have met the LOTE requirement. A school transcript or other official document is required.
- **Assessment by a recognized test or University** – Earning a satisfactory score on a SAT Subject, AP or IB exam, or a proficiency test administered by a UC campus or other university can demonstrate a student's proficiency in a LOTE. Most language departments at universities will conduct an assessment and issue a statement of competency on official letterhead serving as certification.
- **Certification by high school principal** – In cases where the options above are not available, certification by the high school principal is acceptable. Principals should develop and maintain clear standards for providing this certification. Certification should be based on the judgment of language teachers, advice of professional or cultural organizations with an interest in maintaining language proficiency, or other appropriate sources of expertise. The principal notes the certification of competency on the student's transcript with the language and level of proficiency.

PE Requirement: Two years of PE is required. One year of approved Dance, Sports or Marching Band can be used to meet one year of the requirement. Junior Reserve Officers' Training Corps (JROTC)/Cadet Corps and CIF Sports can be used to meet one or both years of the requirement.

MAGNOLIA PUBLIC SCHOOLS (MPS)

HIGH SCHOOL GRADUATION REQUIREMENTS

Subject Area	Requirements	Diploma Type		
		S	**A**	**H**
(a) History / Social Science	**Three years** of history/social studies, including **one year** of U.S. history and geography; **one year** of world history, culture, and geography; **one semester** of American government and civics, and **one semester** of economics.	30	30	30
(b) English	**Four years** of college-preparatory English that include frequent writing, from brainstorming to final paper, as well as reading of classic and modern literature. *(No more than one year of ESL-type courses can be used to meet this requirement.)*	40	40	40
(c) Mathematics	**Three years** of college-preparatory math, including or integrating the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. *(Four years recommended)*	30	*40*	*40*
(d) Science	**Two years** of college-preparatory science, including or integrating topics that provide fundamental knowledge in two of these three subjects: biology, chemistry, or physics. Two years, including one year of biological and one year of physical science with lab required. *(Three years recommended)*	20	*30*	*30*
(e) Language Other Than English (LOTE)	**Two years,** or equivalent to the 2nd level of high school instruction, of the same language other than English. *(Three years recommended)*	20	20	20
(f) Visual & Performing Arts (VPA)	**One yearlong** course of visual and performing arts chosen from the following disciplines: dance, drama/theater, music, interdisciplinary arts or visual art — or **two one-semester** courses from the same discipline is also acceptable.	10	10	10
(g) Electives *Elective course offerings may change depending on student interest and resource availability.*	Additional courses in Social Science, English, Mathematics, Science, Language Other Than English (LOTE), Visual & Performing Arts (VPA), and Computers & Technology	20	20	20
Physical Education	**Two years**	20	20	20
Computers & Tech.	**One year**	10	10	10
Total Required Credits:		**200**	**220**	**220**
AP Course / College Credit Requirements	AP or college courses can be taken to meet minimum course requirements or as elective. *(Not required for a standard diploma.)*	N/A	10	20
College/Career Prepared Designation	Designation of "Prepared" on the College/Career Indicator (CCI). *(Not required for a standard diploma.)*	N/A	P	P
Other Requirements	Minimum Cumulative GPA:	2.00	3.25	3.50
	Required Service-Learning Hours:	N/A	40	40
	MPS encourages students to participate in Congressional Award programs and engage in more than 40 hours of community service to develop and demonstrate crucial life skills.			

28

College/Career Indicator (CCI)

A high school diploma should represent the completion of a broad and rigorous course of study. The CCI was designed by the CDE to encourage high schools to provide all students with a rigorous broad course of study that will lead to likely success after high school. It recognizes that students pursue various options, whether completing: (a) a Career Technical Education (CTE) Pathway, (b) course requirements for a-g, or (c) a course of study specifically designed to meet the student's individual interests.

Each year the CDE measures graduating students' preparedness for college/career. This measure is based on completing rigorous coursework, passing challenging exams, or receiving a state seal. The following measures are approved by the CDE as indicators of college or career readiness:

- Career Technical Education Pathway Completion
- Grade 11 Smarter Balanced Summative Assessments in ELA and mathematics
- Advanced Placement Exams
- International Baccalaureate Exams
- College Credit Course
- a–g Completion
- State Seal of Biliteracy
- Military Science/Leadership

Please note that there is a variety of ways a student can be designated as "Prepared" for College/Career. Completing one of the 11 paths/options below is sufficient to earn the "Prepared" designation.
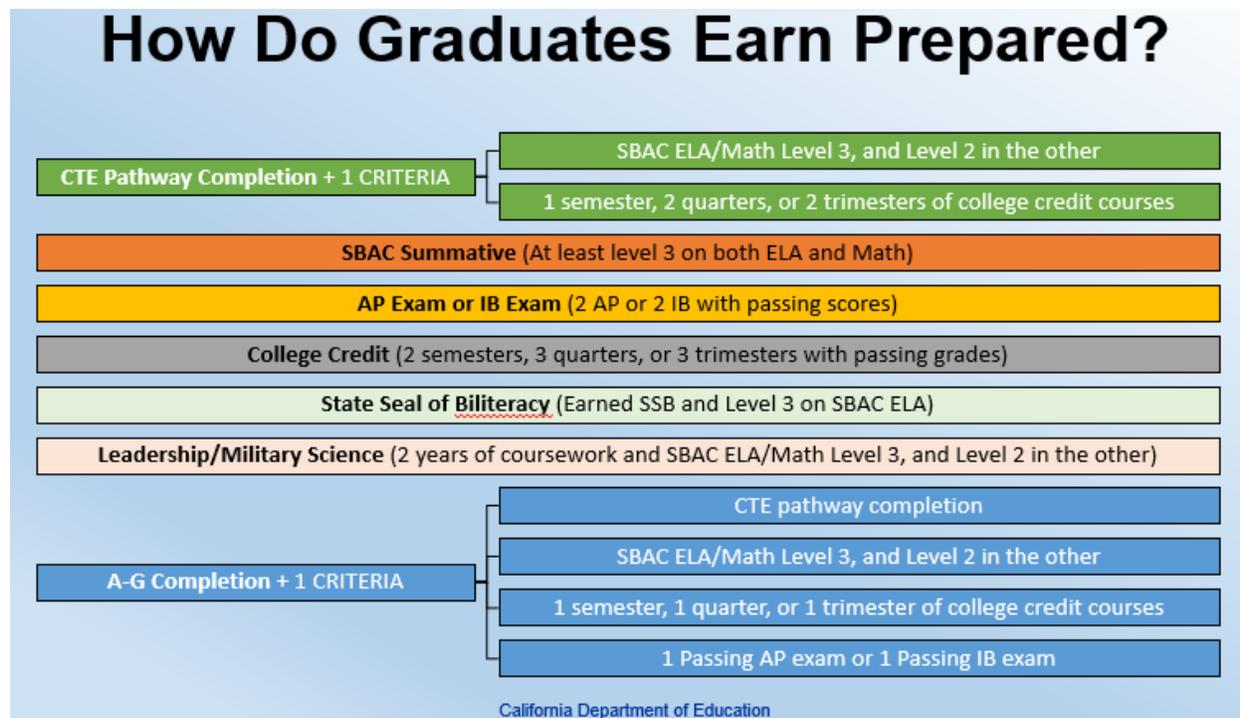
California State University Early Assessment Program (CSU-EAP)

The EAP is a joint program of the CDE, California State University (CSU) and California Community Colleges (CCC). The EAP provides students with an early indicator of their college readiness in English and mathematics prior to starting the senior year. In addition, EAP may earn students an exemption from CSU and participating CCC English and/or mathematics placement tests that are required for entering freshman. EAP is now embedded in the CAASPP Smarter Balanced grade eleven ELA and mathematics assessments. Students taking the grade eleven assessments will automatically be participating in the EAP. To provide information to students on their college readiness, students may voluntarily release their results to the CSU and CCCs. The results will not be used for admissions. To find more information about the CAASPP Program CSU/EAP, please contact your child's counselor or contact the school office. Additional information is posted on the internet at: http://www.cde.ca.gov/ci/gs/hs/eapindex.asp.

29

Comparison of Requirements for Graduation

Source: https://www.cde.ca.gov/ci/gs/hs/hsgrtable.asp *(Rows are re-ordered to match the a-g order.)*

High School Subject Area	State Mandated Requirements (EC 51225.3) for High School Graduation	UC Requirements for Freshman Admissions	CSU Requirements for Freshman Admissions
Social Studies/Science	Three years of history/social studies, including one year of U.S. history and geography; one year of world history, culture, and geography; one semester of American government and civics, and one semester of economics.	Two years of history/social science, including one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government; and one year of world history, cultures, and geography.	Two years, including one year of U.S. history or U.S. history and government and one year of other approved social science.
English	Three Years	Four years of approved courses	Four years of approved courses
Mathematics	Two years, including Algebra I, beginning in 2003–04. (EC 51224.5)	Three years, including algebra, geometry, and intermediate algebra.	Three years, including algebra, geometry, and intermediate algebra.
Science	Two years, including biological and physical sciences.	Two years with lab required, chosen from biology, chemistry, and physics.	Two years with lab required, chosen from biology, chemistry, and physics.
Foreign Language	One year of either visual and performing arts, foreign language, or career technical education.	Two years in same language required.	Two years in same language required.
Visual and Performing Arts	One year of either visual and performing arts, foreign language, or career technical education.	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.
Electives	Not Applicable	One year	One year
Physical Education	Two years	Not Applicable	Not Applicable
Total	13	15 (7 in the last two years of high school)	15

Course Credit Acceptance & Transferability

High School Grade Promotion Policy

Criteria: To be promoted to the next grade, a high school student must have a 2.0 grade point average (GPA) and the minimum required credits described below by the end of the school year or by the end of the summer before the start of the next school year.

Student transcripts will be updated to include summer grades and GPA will be recalculated. If students have the minimum required credits and at least a 2.0 recalculated GPA, they will be promoted to the next grade.

Core Courses: Core courses are Math, Science, English, and History/Social Science.

Minimum Required Credits:

- To be enrolled in grade 10, a student must have a minimum of 50 credits, including at least 20 credits in core courses.
- To be enrolled in grade 11, a student must have a minimum of 100 credits, including at least 50 credits in core courses.
- To be enrolled in grade 12, a student must have a minimum of 150 credits, including at least 90 credits in core courses.
- A student's grade level placement remains the same for an entire school year.

MPS has minimum requirements for a standard diploma that meet and exceed the state graduation requirements and the UC/CSU "a-g" requirements.

Credit Acceptance

Students transferring to MPS from another accredited school, private or public, a home school, or an alternative school, will receive credit toward graduation for courses successfully completed in the sending school.

These courses will appear on student's transcript as they are transferred and will be included in cumulative GPA calculations. Upon review and approval by the school administration, students transferring to MPS from a non-accredited school may receive credit toward graduation within the following guidelines:

Documentation must be provided to MPS by the sending school as to the course of study the student followed, materials used, course description, total number of contact hours per course, grading criteria, teacher name and qualifications, student work or projects, and scores of any standardized tests the student has taken. Grades from such courses will not be included in cumulative GPA calculations.

Normally, students may not retake courses that they have already passed and for which they have earned credit. Credit is not awarded for classes repeated to raise a grade unless the grade previously earned was a Fail (F) or Incomplete (I). However, the school administration reserves the right to final decision in case of any extenuating circumstances. Extenuating circumstances may include foreign transcripts, transcripts from non-accredited schools, college courses,

ESL/ELD courses, and other approved courses on a case-by-case basis. Please consult with the school administration. If the school administration allows repeat of a course for extenuating circumstances, MPS will use the new grade when calculating the student's GPA. However, the repeated grade will not be used in calculating the "a-g" GPA for UCs if a student repeats a course used to satisfy the "a-g" requirement in which the student originally earned a grade of C or higher.

Credit Recovery

A high school student who fails a course at MPS is expected to take full responsibility for their personal credit recovery process. Following are some recovery options:

Summer School: Students can take a summer school course at any public school to recover missing credits. MPS may offer summer school depending on student needs and availability of teachers and resources.

Online Courses: Students who are credit deficient may enroll in accredited online courses to recover missing credits. Some examples to accredited online course providers are Edgenuity, APEX Learning, BYU, etc. College counselor's approval is necessary in order for the grade of an online course to be included in cumulative GPA calculations.

College Dual and Concurrent Enrollment: Students may enroll in a post-secondary course creditable toward high school completion. College counselor's approval is necessary in order for the grade of a college course to be included in cumulative GPA calculations.

Exemption from MPS local graduation coursework requirements

Students in foster care, homeless students, former juvenile court students, children of military families, migratory students and newly arrived immigrant students, and students with disabilities, if written in the IEP of the student, may qualify to be exempted from local graduation coursework requirements that are beyond the California state requirements. Please make an appointment with the school counselor to review your child's options for graduation. All coursework that was completed at another school outside of MPS will be issued full or partial credit.

WASC Accreditation & Transferability of Courses

All MPS schools are WASC-accredited and all A-G courses of MPS are transferable to other public schools and meet the rigorous requirements for admission to both the UC and state university systems. Every transfer student will participate in an intake meeting which includes a review of his/her transcript and tracking towards graduation. Every exiting student will also receive a transcript to provide him/her with an official record of courses completed and credits earned. In addition, the school's master schedule will be informed by student needs to ensure sufficient intervention opportunities are available for the student population. Please contact the Dean of Academics & College Counselor for further information.

Diploma Types & Graduation

Diploma Types

MPS offers three different high school diploma types: Standard (S), Advanced (A), and Honors (H). Each diploma has minimum requirements that meet and exceed the state graduation requirements and the "a-g" subject requirements of California's four-year public universities. Students are always welcome, and often encouraged, to exceed these minimum requirements.

The "Golden State Seal Merit Diploma" & The "State Seal of Biliteracy"

As directed and described by the CDE, MPS will award eligible graduates the "Golden State Seal Merit Diploma" (GSSMD) and the "State Seal of Biliteracy" (SSB) by affixing the "Golden State Seal" and the "State Seal of Biliteracy" to their high school diplomas. GSSMD is a recognition of graduates who have demonstrated mastery of the high school curriculum in at least six subject areas, four of which are English language arts, mathematics, science, and U.S. history, with the remaining two subject areas selected by the student. SSB is recognition by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English.

Service-Learning Requirement

Completing 40 hours of community service before graduation is no longer a high school requirement for a standard diploma beginning with the class of 2013. However, MPS encourages students to engage in community service to develop and demonstrate crucial life skills. This will help students gain "real life" experience and develop responsibility, caring and respect for the community. Therefore, students will be required to earn 40 hours of community service before graduation for an advanced or honors diploma. Students may begin to earn these hours once they complete their 8th grade year.

Cumulative GPA & Valedictorian Policy

A cumulative GPA (CGPA) is calculated for all high school level courses based on the number of credits received and their weighted grade point equivalencies. Cumulative GPAs are used to determine class rank and graduation honors, eligibility for National Honor Society, by colleges as part of the admission criteria, by many scholarship and grant providers, and occasionally, by employers. This information is reported to parents on the student's high school transcript. The high school transcript is a record of all final course grades received for high school courses.

MPS requires a minimum of **2.00** cumulative GPA for graduation, **3.25** for an advanced diploma, and **3.50** for an honors diploma.

All graduating students who are eligible to receive an Honors diploma with a cumulative GPA of **4.0** or above shall be designated as the Valedictorian. Cumulative GPA computation for Valedictorian shall be based upon student's

projected grades as of the first of June prior to the date of graduation.

The following table summarizes how courses are included in GPA calculations.

Course Type	Inclusion in MPS CGPA
Approved Honors and AP courses	Weighted
Approved college courses that meet the "a-g" requirements and/or that are identified in the ASSIST student transfer information system as UC/CSU transferable	Converted to high school credits and weighted
Other approved college courses	Converted to HS credits and unweighted
Courses transferred from another accredited school, private or public, a home school, or an alternative school	Included as they are transferred
Courses transferred from a non-accredited school	Not included
Repeated courses	Case-by-case; typically included unless the original grade is not a C or higher; replaces the prior D or F grade
High school courses taken in middle school	Not included

Note: UC/CSU systems do their own GPA calculations for a-g courses taken between the summer following 9th grade through the summer following 11th grade in calculating a student's GPA. Please see your high school college counselor for further details.

Participation in Senior Activities/Graduation Ceremony

In order for students to participate in any senior activities they must have a total of 150 credits at the beginning of the first semester and/or 180 credits at the beginning of the second semester of their senior year. In addition, students have to fulfill all the graduation requirements, described herein, and not be on suspension, or recommended for expulsion at the time of the Graduation Ceremony.

Tardies/Absences: After 20 tardies or unexcused absences students may be referred to the Reflection Committee regarding their standing and opportunity to participate in the Graduation Ceremony.

California High School Proficiency Exam

California High School Proficiency Exam – 5 CCR 11523

32

The California High School Proficiency Exam (CHSPE) is a voluntary test that assesses proficiency in basic reading, writing, and mathematics skills taught in public schools. Eligible pupils who pass the CHSPE are awarded a Certificate of Proficiency by the State Board of Education. A pupil who receives a Certificate of Proficiency may, with verified approval from the parent or legal guardian, leave high school early. The Certificate of Proficiency is equivalent to a high school diploma; however, it is not equivalent to completing all course work required for regular graduation from high school. Pupils planning to continue his or her studies in a college or university should contact the admissions office of the institution to find out if the Certificate of Proficiency will meet admission requirements.

A pupil is eligible to take the CHSPE only if he or she meets one of the following requirements on the test date: 1) is at least 16 years old; 2) has been enrolled in the tenth grade for one academic year or longer; or 3) will complete one academic year of enrollment in the tenth grade at the end of the semester during which the CHSPE regular administration will be conducted. A fee for each examination application shall not be charged to a homeless or foster youth under the age of 25. For more information, including administration dates and registration deadlines, visit the following website: http://www.chspe.net/.

Retroactive Grant of High School Diplomas: Departed/Deported Pupils

Retroactive Grant of High School Diplomas: Departed/Deported Pupils: EC 51430 (9-12)
MPS may award a diploma to any student who may have been deported outside the US, if in good standing after completing the second year of high school. Any transfer credits from outside the US will be considered as completion through online or foreign classes.

College Counseling & Readiness Programs

PSAT/NMSQT Tests &Applications

MPS is dedicated to providing a comprehensive college preparatory program that facilitates students' ambitions to pursue higher education at the nation's top universities and colleges. As part of this process, grades 9 through 11 are required to take the PSAT/NMSQT test in Fall.

PSAT/NMSQT stands for Preliminary SAT/National Merit Scholarship Qualifying Test. It is a standardized test that provides firsthand practice for the SAT Reasoning Test. ™ It also gives the students a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs.

The PSAT/NMSQT measures:

- critical reading skills;
- math problem-solving skills; and
- writing skills.

The most common reason for taking the PSAT/NMSQT is for the students to receive feedback on their strengths and weaknesses on skills necessary for college study. Students can then focus their preparation on those areas that could most benefit from additional study or practice.

Advanced Placement (AP) Courses

MPS will offer Advanced Placement (AP) classes depending on student needs/demands and availability of teachers and resources. AP courses are college-level courses, taught with college textbooks and exams that can give students college credit in the form of advanced standing when they enter their freshman year. Students have to pass the corresponding AP test in order to get college credit.

Advanced Placement Fees

AP Fees – EC 48980(j)

Eligible high school students may receive financial assistance to cover the costs of the advanced placement examination fees. Please contact the school office for information.

Counseling Programs

MPS offers a comprehensive counseling and guidance program addressing personal/social, career, and academic needs for all grades. Students may sign up to see the counselor at any time to discuss personal or academic concerns. Social skills, career, and college planning lessons will be provided by the counselor at various times throughout the school year depending on grade level, need etc. The counseling office provides the following resources:

- Academic advising
- College planning resources
- Scholarship information
- SAT/ACT test dates and materials
- Career planning resources
- Conflict resolution
- Family resources
- Counseling resources

Students who wish to see the counselor can make an appointment. Parents are always welcome to make an appointment to see the counselor. All information discussed by the student and/or parent will remain confidential to the fullest extent of the law.

ASCA National Standards for Students

MPS supports the following American School Counselor Association (ASCA) National Counseling Standards.

Academic Development

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Standard C: Students will understand the relationship of academics to the world of work and home and community life.

Career Development

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard B: Students will employ strategies to achieve future career success and satisfaction.

Standard C: Students will understand the relationship between personal qualities, education and training, and the world of work.

Personal/Social Development

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

Standard C: Students will understand safety and survival skills.

Career Counseling & Course Selection

Career Counseling & Course Selection – EC 221.5(d)

Commencing grade 7, MPS school personnel shall assist pupils with course selection or career counseling, exploring the possibility of careers, or courses leading to careers based on the interest and ability of the pupil and not on the pupil's gender. Parents or legal guardians are notified so that they may participate in such counseling sessions and decisions.

34

MPS Student/Parent Handbook   2022-23

College & Career Technical Education

College & Career Technical Education – EC 51229

College Admission Requirements and Higher Education Information

The State of California offers community colleges, California State Universities (CSU), and Universities of California (UC) for students who wish to continue their education after high school.

To attend a community college, you need only a high school diploma or equivalent, or be over the age of 18. To attend a CSU, you have to take specific high school courses, have the appropriate grades and SAT/ACT test scores, and have graduated from high school. Test scores are not required if your GPA is 3.0 or above, and you applied to a campus or enrollment category that is not impacted. To attend a UC, you must meet requirements for coursework, GPA, and test scores. If you are a California student who has not been admitted to UC campus to which you have applied, you will be offered a spot at another campus if space is available and you rank in the top 9 percent of California high school students or of your graduating class at a participating high school. You may also transfer to a CSU or UC after attending a community college. For more information on college admission requirements, please refer to the following webpages:

www.californiacommunitycolleges.cccco.edu – This is the official website of the California Community College system. It offers links to all the California Community Colleges.

https://www2.calstate.edu/ – This extensive online site offers assistance to students and their families on the CSU system, including the ability to apply online, and links to all CSU campuses.

www.universityofcalifornia.edu – This massive website offers information regarding admissions, online application, and links to all UC campuses.

www.assist.org – This online student-transfer information system shows how course credits earned at one public California college or university can be applied when transferred to another.

Students may also explore career options through career technical education. These are programs and classes offered by a school that are specifically focused on career preparation and/or preparation for work. The programs and classes are integrated with academic courses and support academic achievement. Students can learn more about career technical education by referring to the following webpage: www.cde.ca.gov/ci/ct/gi/.

You may meet with a school counselor to choose courses at your school that will meet college admission requirements or enroll in career technical education courses, or both.

Dual and Concurrent Enrollment Policy

MPS provides a college preparatory educational program emphasizing science, technology, engineering, arts and math in a safe environment that cultivates respect for self and others. Through Honors courses, AP courses and dual enrollment courses, students who demonstrate high achievement, interest and/or ability are provided the opportunity for a rigorous learning environment. As we encourage our students to have an accredited college/university/post-secondary institution ("college") course-taking experience as early as possible, we also need to ensure it is a successful one and that it complements the rigorous course of studies offered at MPS. The following are guidelines for dual and concurrent enrollment.

Eligibility

- Maturity: High school students who have demonstrated academic, personal and social maturity are welcome to apply. The high school counselor ("counselor") will meet with the deans, the student's teachers and other related school staff to assess the student's maturity level necessary for dual and concurrent enrollment. During this holistic assessment, student's attendance records, classroom study habits, homework completion, problem-solving and task-management skills, ability to engage in cooperative learning and whole class discussion as well as student's behavior and social skills such as self-control, positive interactions and relationships with classmates and teachers, and other skills will be considered.

- GPA: Minimum Cumulative GPA of 3.0 (weighted) by the end of the semester prior to dual enrollment.

- Restrictions: The student and the parent are responsible for checking whether the college has admission/enrollment restrictions based on age, grade level, or demonstrated eligibility for instruction using assessment methods and procedures.

- Counselor Approval: The student is responsible for obtaining approval from the counselor for the specific courses student intends to take before enrolling in college courses.

Procedures

- Readiness: The student must demonstrate on track preparation in the discipline to be studied. With input from related school staff, the counselor will determine student readiness for the requested course. MPS expects that requested courses are part of the student's four-year plan with input from the student, parents, and school staff.

- Courses: The student has exhausted all opportunities to enroll in an equivalent course at his or her school of attendance.

- Credits/GPA:
  - To determine how a college course fulfills a high school requirement see your counselor. The counselor will indicate whether the

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35

course will receive high school credit along with college credit or only college credit. Counselor's approval is necessary in order for the grade of a college course to be included in cumulative GPA calculations.

o Ultimately, it is the ultimate responsibility of the student/parent to determine college credit and the transferability of the course to other colleges. The following website can be used for that purpose: www.assist.org. ASSIST is an online student-transfer information system that shows how course credits earned at one public California college or university can be applied when transferred to another.

o Prior to enrollment, the student needs to make written application to the appropriate college/university office indicating that he or she is seeking high school credit in addition to college credit. Student/parent is responsible for following application deadlines and filling out forms such as "Supplemental Application for Admission of Students in Grades K-12" or other forms required by the college/university and completing the application process in a timely manner.

o It is the responsibility of the college/university to offer college credit. However, it is the responsibility of the student/parent to learn whether dropping or failing the course may impact admission to that college/university.

o It is important for students and parents to understand that students start building college credits as they take college courses. The grades earned may impact student's college GPA and any transfer requirements between colleges. Students and parents are encouraged to choose courses carefully by considering student's future college plans.

o Student/parent will provide an official transcript from the college/university to the counselor in a timely manner. Upon receipt of an official transcript from the college/university showing the course title, number of college units and the course grade, the high school equivalent course and the credits allowed will be recorded on the student's cumulative record.

o Academic college courses that meet the University of California "a-g" requirements will be given a weighted grade point on the high school transcript and included in cumulative GPA calculations.

o The following table will be used for conversion of college units to high-school credits:

College Units	High School Credits
Less than 2 semester college units or less than 3 quarter college units	2.5 high school credits
2 semester college units or 3 or more quarter college units	5.0 high school credits
3 or more semester college units	10.0 high school credits

- Attendance Requirements:

  o The student must provide a copy of college course schedule to the high school counselor for approval before enrolling in college courses.

  o The student must inform the counselor in case of any changes in course enrollment (dropping the course, changes in course dates and hours, etc.)

  o All students in grades 11 and 12 are required to be enrolled in at least five courses each semester (including the Advisory course). These courses can be classroom-based courses taken at MPS, online courses provided by MPS or approved online course-providers, CSU, UC or community college courses, and other courses and activities for which academic credit will be provided upon satisfactory completion.

  o MPS requires that the average number of minutes of attendance in any two consecutive schooldays is no less than 240 and minutes of attendance in any one school day is no less than 180.

  o Signed Early Release Form is required for leaving school earlier than regular dismissal.

  o All students in grades 9 and 10 must stay until regular school dismissal unless an alternative arrangement has been made with the counselor.

  o All students in grades 11 and 12 must stay for the Advisory period unless an alternative arrangement has been made with the counselor.

Signatures and Dates

I have read and I understand the terms of this policy and agree to all provisions set forth.

Student	Date

Parent/Guardian/Caregiver	Date

Dual and concurrent enrollment form is included in this Handbook and copies are also available in the school office.

36

MPS Student/Parent Handbook   2022-23

College Funding

College Application Fee Policy

All MPS high school seniors are eligible to receive up to $210 reimbursement for up to three (3) application fee instances to campuses within the California State University or University of California systems ("CSU", "UC"). Please refer to the MPS College Application Fee Policy for details.

Cal Grant Program

Cal Grant Program – EC 69432.9

A Cal Grant is money for college that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements.

Cal Grants can be used at any University of California, California State University or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants.

In order to assist students to apply for financial aid, all students in grade 12 are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted by the October 1 deadline to the California Student Aid Commission (CASC) electronically by a school or school district official. A student, or the parent or guardian of a student under 18 years of age, may complete a form to indicate that he or she does not wish for the school to electronically send CASC the student's GPA. Until a student turns 18 years of age, only the parent or guardian may opt out the student. Once a student turns 18 years of age, only the student may opt himself or herself out, and can opt in if the parent or guardian had previously decided to opt out the student. Notification regarding CASC and the opportunity to opt out of being automatically deemed a Cal Grant applicant will be provided to all students and their parents or guardians by January 1 of the students' 11th grade year.

Cal Grant Program Opt-out form is included in this handbook and copies are also available in the school office.

Federal Student Aid

Federal Student Aid – EC 51225.8

MPS shall ensure that students prior to entering 12th grade are entitled to information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application at least once. This information will be available in a timely manner as financial aid is awarded in order of submission according to deadlines, on a first-come, first served basis. All family and student personal information will be protected according to state and federal privacy laws and regulations.

Starting in 11th grade, MPS will disseminate information on how to properly complete and submit the FAFSA or the California Dream Act Application through in-class instruction, existing college readiness programs, family information sessions, and counseling sessions in groups or individually.

Work Permits for Students

It is within the discretion of MPS to determine whether a minor, who is still subject to the state's compulsory education laws, may obtain a work permit and, therefore, be employed to work.

Once a minor is no longer subject to the state's compulsory education laws, he/she is not considered a minor for purposes of the state's child labor laws and is not required to obtain a work permit (LC Section 1286[c]). California's compulsory school attendance law requires a person to attend school until he/she is eighteen years of age, or has graduated from high school, or has passed the High School Proficiency Examination. However, under federal law (29 CFR Section 570.121), Certificates of Age are required for all employed minors under the age of 18 which may be satisfied with the top portions of the work permit application (CDE Form B1-1) (5 CCR Section 10120.1). A work permit may be issued to only minors between the ages of 12 and 18 years of age (EC Section 49111).

Process: The minor/student, after obtaining a promise of employment, shall obtain the **"Statement of Intent to Employ a Minor and Request for a Work Permit - Certificate of Age"** (CDE Form B1-1) from the school. The minor must complete the "minor" section, request that the employer and parent complete their sections (making certain to obtain both required signatures), and then return the completed form to the Principal. The Principal or designee shall verify all information on the work permit to be issued. If all requirements are met, the school may issue the work permit (CDE Form B1-4).

The school has discretion to impose additional requirements for the issuance of a work permit. MPS requires that the minor maintain a 2.0 cumulative grade point average (GPA).

The school shall retain a copy of the work permit application (CDE Form B1-1) and the work permit (CDE Form B1-4) until the end of the fourth year after the work permit was issued.

Competitive Athletics

Competitive Athletics Information

Competitive Athletics – EC 221.9

Any MPS school that offers competitive athletics shall publicly make available at the end of the school year all of the following information on its website:
1. The total enrollment of the school, classified by gender.
2. The number of pupils enrolled at the school who participate in competitive athletics, classified by gender.
3. The number of boys' and girls' teams, classified by sport and by competition level.

"Competitive athletics" means sports where the activity has coaches, a governing organization, and practices, and competes during a defined season, and has competition as its primary goal.

37

ATTENDANCE & RECORDS

Attendance Policy

It is the intent of the Governing Board of the Magnolia Educational and Research Foundation, doing business as Magnolia Public Schools ("MPS") to ensure that students attend school every day on time. Consistent school attendance is critical to school success. Being present for classroom instructional time is essential for students to reach their goals and achieve their dreams. Chronic absenteeism has been linked to an increased likelihood of poor academic performance, disengagement from school and behavior problems.

Avoiding Absences, Written Excuses

Following an absence, a student is required to bring a written excuse from home when returning to school. Absences without a written excuse are recorded as unexcused.

Tardiness:

Children should be encouraged to be prompt as part of developing good habits. They are expected to be at school on time. If a child is late, the child should bring an excuse from home to the school office. A student will be classified as truant if they are tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year.

Definitions:

- "*Tardy*": MPS starts at **8:00 a.m.*** Students shall be classified as tardy if the student arrives after that time.

  * Each individual MPS school start time may vary. Please check with your school office for the exact start time.

- "*Unexcused Absence*": Students shall have an unexcused absence if the student is absent or is tardy for more than thirty (30) minutes without a valid excuse.

- "*Truant*": Students shall be classified as truant if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof. Any student who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be deemed a truant. Such students shall be reported to the Principal or designee.

- "*Habitual Truant*": Students shall be classified as a habitual truant if the student is reported for truancy three (3) or more times within the same school year. This generally occurs when the student is absent from school without a valid excuse for five (5) full days in one school year or if the student is tardy or absent for more than any

30-minute period during the school day without a valid excuse on five (5) occasions in one school year, or any combination thereof.

- "*Chronic Truant*": Students shall be classified as a chronic truant if the student is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date.

- "*School Attendance Review Team ("SART")*": is the MPS Attendance Review Team and will consist of the individuals listed below: School Administrators, School Psychologist, Counselor, Nurse, Psychiatric Social Worker, Attendance Clerk, Intervention Teacher(s), MPS Director of Student Services or designee, PSAC or designee. The team may be composed of any individual who is working with the family and has a viable interest in the student's school attendance.

Chronic Absenteeism – EC 60901

A student is considered a chronic absentee when he/she is absent on 10% or more of the school days in one school year, from the date of enrollment to the current date. Chronic absenteeism includes all absences – excused and unexcused – and is an important measure because excessive absences negatively impact academic achievement and student engagement.

Arrest of Truants/School Attendance Review Boards: EC 48263 and 48264:

The school attendance supervisor, administrator or designee, a peace officer, or probation officer may arrest or assume temporary custody during school hours, of any minor who is found away from their home and who is absent from MPS without valid excuse within the county, city, or school district. A student who is a habitual truant may be referred to a School Attendance and Review Team (SART).

Excused Absences/Tardies for Classroom Based Attendance

No student shall have his or her grade reduced or lose academic credit for any excused absence or absences, if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time.

(a) A student shall be excused from school when the absence is:

(1) Due to his or her illness, including an absence for the benefit of the pupil's mental or behavioral health.

(2) Due to quarantine under the direction of a county or city health officer.

(3) For the purpose of having medical, dental, optometric, or chiropractic services rendered.

    a. Students in grades 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.

(4) For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.

(5) For the purpose of jury duty in the manner provided for by law.

(6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child (The school does not require a note from the doctor for this excusal).

(7) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.

(8) For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in EC 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

(9) For the purpose of attending the pupil's naturalization ceremony to become a United States Citizen.

(10) Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks.

(11) Authorized at the discretion of a school administrator, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.

(12) A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.

(13) In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.

(14) Appearance in court.

(15) Attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization upon written request by parent and approval by the Principal or designee pursuant to uniform standards established by the Board.

(16) For the purpose of participating in a cultural ceremony or event. "Cultural," as used in this section, means relating to the habits, practices, beliefs, and traditions of a certain group of people.

(17) Observance of a religious holiday.

(18) Participation in religious instruction or exercises as follows: The student shall be excused for this purpose on no more than four (4) school days per month.

(b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

(c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

(d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

(e) "Immediate family," as used in this section, means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

Other reasons will be considered that are requested in writing and approved by MPS. If the excuse is not one of the valid excuses listed above, the MPS administrators are authorized to excuse school absences due to the pupil's circumstances on a case-by-case basis.

Unexcused Absences/Tardies for Classroom Based Attendance

Students will be marked unexcused if they:

1. Do not bring a written note within **two (2)** school days following an absence;

2. Leave school without signing out at the school office;

3. Are absent from class without teacher permission or a valid excuse, including walking out of class;

4. Get a pass to go to a certain place but do not report there; and/or

39

5. Are absent/tardy for reasons **not acceptable** to the administration including but not limited to:

- Not waking up on time
- Transportation problems (missing the bus, traffic, etc.)
- Running errands for family
- Work
- Babysitting
- Hair appointment
- Needed at home
- Vacations or trips
- Athletic workout
- Socializing/Lingering in the hallway.

Method of Verification

A parent/guardian must inform the school office via phone of their child's absence/tardy the morning of the absence/tardy. When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence/tardy within **two (2)** school days of the excused absence and/or upon the student's return. If a satisfactory explanation is not provided within **two (2)** school days of the absence/return, the absence will be marked as "unexcused." The following methods may be used to verify student absences/tardies:

1. Signed, written note from parent/guardian, parent representative;

2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:

   a. Name of student;

   b. Name of parent/guardian or parent representative;

   c. Name of verifying employee;

   d. Date or dates of absence; and

   e. Reason for absence.

3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.

4. Healthcare provider verification

   a. When excusing students for confidential medical services or verifying such appointments, MPS staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.

   b. A healthcare provider's note of illness will be accepted for any reported absence. When a student has **had twenty (20)** absences in the school year verified by methods listed in #1-#3 above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.

Students should not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency or for students in grades 7-12, inclusive, who may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian. Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to administrative regulations and law. Students who arrive to school late must report to the school office when the student arrives. If the student fails to do this, he or she will receive an unexcused tardy. If the student fails to present a satisfactory explanation verifying the reason for the tardy, the student will receive an unexcused tardy. The student will be given a "late slip" from office staff to be admitted to class.

Make up Work for Excused Absences

An absence from school, even for several days, does not excuse students from responsibilities in the classroom. On the day of return, it is the students' responsibility to find out what work is required and when the work needs to be completed. Students will be given the same number of days they were absent to make up missed work. For students with excused absences, make-up tests will be scheduled at a time designated by the teacher or as outlined in the teacher's syllabus. It is the students' responsibility to take the test at that time. If the student fails to do this, the teacher is not obligated to set another time for make-up. Please check teacher's syllabus and make sure for their individual policy.

Independent Study Policy

Students with a legitimate need for an extended absence of **five (5)** or more days can enroll in independent study.

Please see the school office and website for the **"MPS Independent Study Policy."**

Extracurricular Activities

When a student accrues **ten (10)** unexcused absences/tardies in a semester, the student may not be allowed to participate in any extracurricular activities for the remainder of that semester. (Field trips and academic opportunities do not count as extracurricular activities.) Special circumstances with documented explanations should be reviewed with the administration. After **twenty (20)** unexcused absences/tardies within the school year, the student may be referred to the Reflection Committee regarding their standing and opportunity to participate in any culminating activities, i.e., promotion/graduation, prom or graduation night.

Process for Upholding the Attendance Policy

First Day of School Process

When students are not in attendance on the **first five (5) consecutive days of school**, MPS will attempt to reach the parent/guardian on a daily basis for each of the first five days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, parents must notify MPS of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance due to an unexcused absence by the fifth day of school will be disenrolled from the Charter School roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first day of school will be contacted by phone to ensure their intent to enroll.

2. Students who have indicated their intent to enroll, but have not attended by the third day will receive a letter indicating the student will be disenrolled after the fifth day of school if the student has not attended school without valid excuse.

3. Students who have indicated their intent to enroll but have not attended by the fifth day of school will receive a phone call reiterating the content of the letter.

4. MPS will send the Involuntary Removal Notice to the parent/guardian and follow the Involuntary Removal Process described below for any students who have not attended by the sixth (6th) day, and do not have an excused absence.

5. The Involuntary Removal Process can be started immediately upon MPS receiving documentation of the student's enrollment and attendance at another public or private school (i.e. a CALPADS report).

6. MPS will use the contact information provided by the parent/guardian in the registration packet.

7. The last known District of Residence will be notified of the student's failure to attend MPS and the voluntary disenrollment within thirty (30) days of the disenrollment.

Truancy Process

1. Each of the first **two (2)** unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Principal or designee. The student's classroom teacher may also call home.

2. Each of the **third (3rd) and fourth (4th)** unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Principal or designee. In addition, the student's classroom teacher may also

call home and/or MPS may send the parent an e-mail notification. In addition, upon reaching **three (3)** unexcused absences or unexcused tardies over 30 minutes in a school year, the parent/guardian will receive **"Truancy Letter #1 – Truancy Classification Notice"** from the Charter School notifying the parent/guardian of the student's "Truant" status. This letter must be signed by the parent/guardian and returned to the Charter School. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked. This letter shall be re-sent after a fourth (4th) unexcused absence or unexcused tardy over 30 minutes.

3. Upon reaching **seven (7)** unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive **"Truancy Letter #2 – Habitual Truant Classification Notice – Conference Request,"** notifying the parent/guardian of the student's "Habitual Truant" status and that a parent/guardian conference will be scheduled to review the student's records and develop an intervention plan/contract. In addition, MPS will consult with a school counselor regarding the appropriateness of a home visitation and/or case management.

4. Upon reaching **ten (10)** unexcused absences or unexcused tardies over 30 minutes, the student will be referred to a **Student Support and Progress Team (SSPT)** and the MPS **Attendance Review Team (SART)**. In addition, the parent/guardian will receive a **"Truancy Letter #3 – Referral to SART,"** and will be asked/invited to attend a presentation regarding chronic absenteeism.

5. The SART panel can include, but is not limited to, the following school members: School Administrators, School Psychologist, Counselor, Nurse, Psychiatric Social Worker, Attendance Clerk, Intervention Teacher(s), MPS Director of Student Services or designee, PSAC or designee. The panel may be composed of any individual who is working with the family and has a viable interest in the student's school attendance. The SART panel will discuss the absence problem with the Parent/Guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.

    a. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.

    b. The parent shall be required to sign a contract formalizing the agreement by the parents to improve the child's attendance or face additional

41

administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:

    i. Parent/guardian to attend school with the child for one (1) day

    ii. Student retention

    iii. After school detention program

    iv. Required school counseling

    v. Loss of field trip privileges

    vi. Loss of school store privileges

    vii. Loss of school event privileges

    viii. Required remediation plan as set by the SART

    ix. Notification to the District Attorney

  c. The SART panel may discuss other school placement options.

  d. Notice of action recommended by the SART will be provided in writing to the parent/guardian.

6. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from MPS consistent with the Involuntary Removal Process described below. If the student is disenrolled after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student's last known district of residence.

7. For all communications set forth in this process, MPS will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update MPS with any new contact information.

8. If student is absent **ten (10)** or more consecutive school days without valid excuse and parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to MPS' communication attempts, as set forth above, the student will be in violation of the SART contract, and the SART panel will recommend that the student be disenrolled in compliance with the Involuntary Removal Process described below. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of Student's enrollment and attendance at another public or private school (i.e., a CALPADS report).

Involuntary Removal Process

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing, the Student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

Truant Consequences – EC 48263, 48267, 48268, and 48269; WIC 236, 601, 601.3,653.5, 654, and 651.5
Any student who is identified as "Truant" may be assigned as a ward of the court, if the available community resources do not resolve the students'

continued problem of truancy, by a Probation Officer or Deputy District Attorney.

Referral to Appropriate Agencies or County District Attorney

It is MPS' intent to identify and remove all barriers to the student's success, and MPS will explore every possible option to address student attendance issues with the family. For any unexcused absence, MPS may refer the family to appropriate school-based and/or social service agencies.

If a child's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents fail to attend a required SART meeting, MPS shall notify the District's Attorney's office, which then may refer the matter for prosecution through the court system. Students 12 years of age and older may be referred to the juvenile court for adjudication.

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Reports

The MPS Principal, or designee, shall gather and report to the Board the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem.

Pupil Records

Custody Issues

Custody Issues
Custody disputes must be handled by the courts. The school has no legal jurisdiction to refuse a biological parent access to his/her child and/or school records. The only exception is when signed restraining orders or proper divorce papers, specifically stating visitation limitations, are on file in the school office. Any student release situation which leaves the student's welfare in question will be handled at the discretion of the site administrator or designee. Should any such situation become a disruption to the school, law enforcement will be contacted, and an officer requested to intervene. Parents are asked to make every attempt not to involve school sites in custody matters. The school will make every attempt to reach the custodial parent when a parent or any other person not listed on the emergency card attempts to pick up a child.

Student Records, Including Challenges and Directory Information

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 5 business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School CEO or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

   Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School's CEO or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible

student, the CEO must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the Charter School discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School's Board of Directors. A Charter School official also may include a volunteer or contractor outside of the Charter School who performs an institutional service of function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

   Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

   Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

   > Student Privacy Policy Office
   > U.S. Department of Education
   > 400 Maryland Avenue, SW
   > Washington, DC 20202

5. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to the following parties:

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;

2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for;

3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;

4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;

5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);

6. Accrediting organizations in order to carry out their accrediting functions;

7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;

8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;

9. Persons who need to know in cases of health and safety emergencies;

10. State and local authorities, within a juvenile justice system, pursuant to specific State law;

11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Charter School for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by Charter School; and/or

12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School discloses the final results of the disciplinary proceeding regardless of whether Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. Charter School may disclose the personally identifiable information that it has designated as directory information without a parent's prior written consent. The Charter School has designated the following information as directory information:

1. Student's name

2. Student's address

3. Parent's/guardian's address

4. Telephone listing

5. Student's electronic mail address

6. Parent's/guardian's electronic mail address

7. Photograph

8. Date and place of birth

9. Dates of attendance

10. Grade level

11. Participation in officially recognized activities and sports

12. Weight and height of members of athletic teams

13. Degrees, honors, and awards received

45

14. The most recent educational agency or institution attended

15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment. Please notify the CEO at:

CEO and Superintendent
Magnolia Public Schools
250 E. 1st St STE 1500
Los Angeles, CA 90012
(213) 628-3634

A copy of the complete Policy is available upon request at the school office and on the school website.

A directory information release opt-out form is included at the end of this Handbook and copies are also available in the school office.

News Media Access and Social Media Policy

Occasionally, school staff or reporters and other members of the news media may write about, photograph or video school activities such as sporting events, school assemblies, special programs or newsworthy events.

Parents sign an authorization and release form during enrollment to grant MPS permission to create and use visual and/or audio images of their student, or the student's name or work product in internal and external publications for advertising or educational purposes, or share on its website, Facebook, Twitter, or other social media sites. Parents and guardians who do not want their child to be interviewed, videotaped or photographed should not sign or return that form/waiver. However, even with a signed form, students can turn down a request to be interviewed or photographed by telling their teacher.

The waiver only applies to a student who is on campus. Once they leave the school grounds and are on public property such as the sidewalk, reporters and photographers need no permission to ask questions or take pictures or videos.

For this reason, it is best to talk with your child so he or she knows your preference in advance, in case they find themselves in this situation.

Please contact the school office if you would like to request a copy of the waiver form.

A complete copy of the **"MPS Social Media Policy"** is available in the school office and on the school website.

Social Security Number

Social Security Number – EC 49076.7

Pupils and their parents or guardians should not be asked to provide their social security numbers or the last four digits of the social security numbers unless required by state or federal law. If a form is requesting that you provide a social security number or the last four digits of the social security number for you and/or your child and it does not specify the state or federal law that requires this information, ask the school administrator for more information before providing it.

Student Transfer

- Any student transferring out of MPS must complete the "Student Transfer Form" which can be obtained from the school office. The form must be completed prior to a student transferring. It is the parent/guardian's responsibility to complete the form. The school is not responsible for having it completed.

- It is the student's parent/guardian's responsibility to contact the school that student will be transferring to. It is the parent/guardian's responsibility to make all necessary arrangements for a successful transfer.

- If a student will be transferring to another school for the following school year, the parent/guardian is still responsible to inform the school office before the last day of school, or last day of attendance.

- All textbooks and any school property loaned to the student must be turned in before the last day of attendance in order to complete a successful transfer.

HEALTH & WELLNESS

Notifications for Student Athletes

Concussion and Head Injuries

Concussion and Head Injuries – EC 49475

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because MPS has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until the athlete is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than **seven (7)** days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

MPS shall distribute the concussion information sheet to athletes prior to the start of the athletic season. Information sheet for concussion is included at the end of this Handbook and copies are also available in the school office.

Controlled Substances: Opioids

Controlled Substances: Opioids – EC 49476

School authorities must provide facts regarding the risks and side effects of opioid use each school year to athletes. Parents and student athletes must sign acknowledgement of receipt of the document annually.

MPS shall distribute the opioid information sheet to athletes prior to the start of the athletic season. Information sheet for opioid is included at the end of this Handbook and copies are also available in the school office.

Sudden Cardiac Arrest Prevention and Automated External Defibrillators

Sudden Cardiac Arrest – EC 33479 et seq.

Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. When this happens, blood stops flowing to the brain and other vital organs.

SCA is not a heart attack; it is a malfunction in the heart's electrical system, causing the victim to collapse. The malfunction is caused by a congenital or genetic defect in the heart's structure. SCA is more likely to occur during exercise or sports activity, so athletes are at greater risk. These symptoms can be unclear and confusing in athletes. Often, people confuse these warning signs with physical exhaustion. If not properly treated within minutes, SCA is fatal in 92 percent of cases. MPS must remove from participation a pupil who passes out or faints, or who is known to have passed out or fainted, while participating in or immediately following an athletic activity. A pupil who exhibits any of the other symptoms of SCA during an athletic activity may be removed from participation if the athletic trainer or authorized person reasonably believes that the symptoms are cardiac related. A pupil who is removed from play may not return to that activity until the pupil is evaluated by, and receives written clearance from, a physician or surgeon. On a yearly basis, an acknowledgement of receipt and review of information regarding SCA must be signed and returned by the pupil and the pupil's parent or guardian before a pupil participates in specific types of athletic activities which generally does not apply to those conducted during the regular school day or as part of a physical education course.

MPS shall distribute the sudden cardiac arrest information sheet to athletes prior to the start of the athletic season. Information sheet for the sudden cardiac arrest is included at the end of this Handbook and copies are also available in the school office.

California Youth Football Act

California Youth Football Act – HSC 124241 (6-12)

Under state law, students who participate in football games in grades 6-12 must have a licensed medical professional present during the game, whether playing at a home game or away at another school. This does not include Physical Education classes or intramural football games outside of extra-curricular athletics offered at the middle or high school.

Health Insurance Coverage for Athletes

Health Insurance Coverage for Athletes – EC 32221.5 (9-12)

Under state law, school districts are required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. This insurance requirement can be met by the school district offering insurance or other health benefits that cover medical and hospital expenses.

Some pupils may qualify to enroll in no-cost or low-cost local, state, or federally sponsored health insurance programs. Information about these programs may be obtained by calling Medi-Cal at 800-541-5555 or Healthy Families Program at 800-880-5305.

MPS Student/Parent Handbook   2022-23

Medical & Health

Confidential Medical Services

Confidential Medical Services – EC 46010.1

School authorities may excuse any pupil in grades 7-12 from the school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardians.

Medical or Hospital Service

Medical or Hospital Service – EC 49472

MPS does not provide or make available medical and hospital services for pupils who are injured in accidents related to school activity or attendance.

Emergency Treatment for Anaphylaxis

Emergency Treatment for Anaphylaxis

MPS shall provide epinephrine auto-injectors to school nurses and trained personnel and authorize them to use epinephrine auto-injectors for any student who may be experiencing anaphylaxis, regardless of known history. Anaphylaxis is a severe and potentially life-threatening allergic reaction that can occur after encountering an allergic trigger, such as food, medicine, an insect bite, latex or exercise. Symptoms include narrowing of the airways, rashes or hives, nausea or vomiting, a weak pulse and dizziness. It is estimated that approximately 25% of the anaphylactic reactions occur during school hours to students who had not previously been diagnosed with a food or other allergy. Without immediate administration of epinephrine followed by calling emergency medical services, death can occur. Being able to recognize and treat it quickly can save lives.

Trained MPS personnel who have volunteered may use epinephrine auto-injectors to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. MPS will ensure it has the appropriate type of epinephrine auto-injector on site (i.e., regular or junior) to meet the needs of its pupils. MPS will ensure staff properly store, maintain, and restock the epinephrine auto-injectors as needed.

MPS will ensure any school personnel who volunteer are appropriately trained regarding the storage and emergency use of epinephrine auto-injectors based on the standards developed by the Superintendent of Public Instruction. MPS will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an epinephrine auto-injector to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.

Entrance Health Screening

Entrance Health Screening – HSC 124085, 124100, 124105

State law requires that the parent or legal guardian of each pupil provide the school within 90 days after entrance to first grade documentary proof that the pupil has received a health screening examination by a doctor within the prior 18 months. Pupils may be excluded up to 5 days from school for failing to comply or not providing a waiver. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Free health screening is available for eligible students through the Child Health Disabilities Prevention Program.

Information and forms are distributed to students enrolled in kindergarten. If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

Health Care Coverage

Health Care Coverage – EC 49452.9

Your child and family may be eligible for free or low-cost health coverage. For information about health care coverage options and enrollment assistance, go to www.CoveredCA.com. Information regarding the availability of insurance is provided with enrollment forms and is also available at:

http://hbex.coveredca.com/toolkit/PDFs/ALL_IN_Flyer_EnrollGetCareRenew_CC.pdf

Additionally, California law allows all low-income children under 19 years old, regardless of immigration status, to enroll in Medi-Cal at any time in the year. Families can apply in person at their local county human services office, over the phone, online, with a mail-in application, or at a local health center. For more information about Medi-Cal enrollment, visit www.health4allkids.org.

Health Information

A student returning to school following a serious or prolonged illness, injury, surgery, or other hospitalization (including psychiatric and drug or alcohol inpatient treatment), must have written permission by the licensed California health care provider to attend school, including any recommendations regarding physical activity. A health care provider is defined as a California-licensed physician [a Medical Doctor (MD) or a Doctor of Osteopathic Medicine (DO)], California-licensed dentist, California-licensed nurse practitioner (NP), or a California-licensed physician assistant (PA).

A student returning to school with sutures (stitches, staples), ace bandage (elastic bandage, slings), casts, splints, crutches, cane, walker, knee walker/knee scooter, or a wheelchair

must have a licensed California health care provider's written permission to attend school that includes any recommendations and/or restrictions related to physical activity, mobility and safety. All equipment must be supplied by the parent(s)/ guardian(s).

Excuse from PE

An excuse (less than 10 weeks) from a physical education class may be granted to a student who is unable to participate in regular or modified curriculum for a temporary period of time due to illness or injury. A parent's written request for an excuse will be accepted for up to five days; thereafter, a written request is needed from the student's health care provider.

Illness

- MPS does not have a nurse on staff. Consistent with doctor's orders, properly trained office staff can assist students with basic first aid treatment; however, office staff are not registered nurses. Students sent to the office or visiting the office claiming that they are ill will be quickly evaluated by the office staff. If a student needs treatment beyond basic first aid, Parent/Guardian will be contacted to pick him/her up.

- If a student becomes ill or injured during the school day, he or she must report to the school office. Do not leave the building without permission. Any absence or departure from class that is not first cleared through the office will be considered unexcused.

- If a student is not physically well prior to the beginning of the school day, the office should be informed, and the student should be kept at home.

Communicable Disease Prevention

- If there is good cause to believe that a student is suffering from a recognized contagious or infectious disease, the student will be excluded from school until the school authorities are satisfied that any contagious or infectious disease does not exist. Guidelines for exclusion and readmission follow policies set forth by MPS, county and state authorities including but not limited to the California Department of Health and the California Department of Education. Guidance in addressing communicable diseases also comes from the Center for Disease Control and Prevention and national organizations.

- Temporary exclusion of a student from school generally occurs for communicable diseases, including, but not limited to, the following conditions: COVID-19, conjunctivitis (pink eye), skin infections (impetigo), strep throat, chickenpox, scabies, head lice, and pertussis (whooping cough). Exclusion may occur immediately or at the end of the school day, depending on the disease, its communicability and the county and state policy. Readmission to school is based on condition and appropriate treatment.

- Any student excluded from school or experiencing flu-like symptoms and/or a fever of 100 degrees or greater while at home, must be free from symptoms and fever for at least 24 hours (or more if required by county or state authorities) without the use of fever-reducing medication before returning to school.

- Schools may notify parents/guardians about school exposure to chickenpox, head lice, or other communicable diseases that pose a risk to students. The parent/guardian of a student for whom chickenpox presents a particular hazard should contact the school office. Students at risk include those with conditions affecting the immune system and those receiving certain drugs for the treatment of cancers or organ transplants. Information on the treatment and prevention of head lice is available from the school office.

Diabetes Information Sheet

MPS will provide an information sheet regarding Type 2 Diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of Type 2 Diabetes.

2. A description of the risk factors and warning signs associated with Type 2 Diabetes.

3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with Type 2 Diabetes should be screened for Type 2 Diabetes.

4. A description of treatments and prevention of methods of Type 2 Diabetes.

5. A description of the different types of diabetes screening tests available.

Type 2 Diabetes Information
Description

Type 2 diabetes is the most common form of diabetes in adults.

- Until a few years ago, type 2 diabetes was rare in children, but it is becoming more common, especially for overweight teens.

- According to the U.S. Centers for Disease Control and Prevention (CDC), one in three American children born after 2000 will develop type 2 diabetes in his or her lifetime.

Type 2 diabetes affects the way the body is able to use sugar (glucose) for energy.

- The body turns the carbohydrates in food into glucose, the basic fuel for the body's cells.

49

- The pancreas makes insulin, a hormone that moves glucose from the blood to the cells.

- In type 2 diabetes, the body's cells resist the effects of insulin, and blood glucose levels rise.

- Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia.

- Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

Risk Factors Associated with Type 2 Diabetes

It is recommended that students displaying or possibly experiencing the risk factors and warning signs associated with type 2 diabetes be screened (tested) for the disease.

Risk Factors

Researchers do not completely understand why some people develop type 2 diabetes and others do not; however, the following risk factors are associated with an increased risk of type 2 diabetes in children:

- **Being overweight**. The single greatest risk factor for type 2 diabetes in children is excess weight. In the U.S., almost one out of every five children is overweight. The chances are more than double that an overweight child will develop diabetes.

- **Family history of diabetes**. Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease.

- **Inactivity**. Being inactive further reduces the body's ability to respond to insulin.

- **Specific racial/ethnic groups**. Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.

- **Puberty**. Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

Warning Signs and Symptoms Associated with Type 2 Diabetes

Warning signs and symptoms of type 2 diabetes in children develop slowly, and initially there may be no symptoms. However, not everyone with insulin resistance or type 2 diabetes develops these warning signs, and not everyone who has these symptoms necessarily has type 2 diabetes.

- Increased hunger, even after eating

- Unexplained weight loss

- Increased thirst, dry mouth, and frequent urination

- Feeling very tired

- Blurred vision

- Slow healing of sores or cuts

- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms

- Irregular periods, no periods, and/or excess facial and body hair growth in girls

- High blood pressure or abnormal blood fats levels

Type 2 Diabetes Prevention Methods and Treatments

Healthy lifestyle choices can help prevent and treat type 2 diabetes. Even with a family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal blood glucose levels.

- **Eat healthy foods.** Make wise food choices. Eat foods low in fat and calories.

- **Get more physical activity.** Increase physical activity to at least 60 minutes every day.

- **Take medication.** If diet and exercise are not enough to control the disease, it may be necessary to treat type 2 diabetes with medication.

The first step in treating type 2 diabetes is to visit a doctor. A doctor can determine if a child is overweight based on the child's age, weight, and height. A doctor can also request tests of a child's blood glucose to see if the child has diabetes or pre-diabetes (a condition which may lead to type 2 diabetes).

Types of Diabetes Screening Tests That Are Available

- **Glycated hemoglobin (A1C) test.** A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.

- **Random (non-fasting) blood sugar test.** A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.

- **Fasting blood sugar test.** A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.

- **Oral glucose tolerance test.** A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 2 diabetes in children is a preventable/treatable disease and the guidance provided in this information sheet is intended to raise awareness about this disease. Contact your student's school nurse, school administrator, or health care provider if you have questions.

50

MPS Student/Parent Handbook   2022-23

References

American Diabetes Association Clinical Journal
http://clinical.diabetesjournals.org/content/23/4/181.full

Helping Children with Diabetes Succeed: A Guide for School Personnel
http://www.ndep.nih.gov/media/Youth_NDEPSchoolGuide.pdf

KidsHealth.Org
http://kidshealth.org/parent/medical/endocrine/type2.html

The Mayo Clinic
http://www.mayoclinic.com/health/type-2-diabetes-in-children/DS00946

National Library of Medicine (NLM) and National Institutes of Health's (NIH) MedLine
http://www.nlm.nih.gov/medlineplus/ency/article/000313.htm

US Centers for Disease Control and Prevention
http://www.cdc.gov/diabetes/projects/cda2.htm

Immunizations

Immunizations: EC 49403, 48216; HSC 120325, 120335, 120365, 120370, 120375

Students must be immunized against certain communicable diseases before they can attend school unless they provide a valid exemption. Students are prohibited from attending school unless immunization requirements are met for age and grade. The school shall cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. The school may use any funds, property, or personnel and may permit any person licensed as a physician or registered nurse to administer an immunizing agent to any student whose parents have consented in writing.

Beginning January 1, 2016, parents of students in any school, will no longer be allowed to submit a personal beliefs exemption to a currently required vaccine. A personal beliefs exemption on file at school prior to January 1, 2016 will continue to be valid until the student enters the next grade span at kindergarten (including transitional kindergarten) or 7th grade.

Students are not required to have immunizations if they attend a home-based private school or an independent study program and do not receive classroom-based instruction. However, parents must continue to provide immunizations records for these students to their schools. The immunization requirements do not prohibit students from accessing special education and related services required by their individualized education programs.

A student not fully immunized may be temporarily excluded from MPS when that child has been exposed to a specified disease and whose documentary proof of

immunization status does not show proof of immunization against one of the communicable diseases described above.

State law requires the following immunizations before a child may attend MPS:

(a) All new students, in transitional kindergarten through grade 12, to MPS must provide documentary proof of receiving the legally required number of doses of polio, diphtheria, pertussis, tetanus, measles, and mumps, rubella, hepatitis B and varicella immunizations.

(b) All transitional kindergarten and kindergarten students must also provide proof of vaccination against hepatitis B.

(c) All seventh-grade students must also provide proof of a second measles-containing vaccine, and a pertussis booster vaccine.

Please contact the school office for information on availability of free- or low-cost immunizations in your neighborhood.

Information about a medical exemption or personal beliefs exemption from immunizations for your student is available at CAIR ME. For more information on medical exemptions, please visit the following website: https://cair.cdph.ca.gov/exemptions/home.

A complete copy of the **"MPS Immunization Policy"** is available for review at the main office.

Administration of Medications

Medication Regimen – EC 49423, 49480

The parent or legal guardian of any pupil taking medication on a regular basis must inform the school nurse or **office manager** of the medication being taken, the current dosage, and the name of the supervising physician. With the written consent of the parent or legal guardian, authorized school personnel may communicate with the physician/health care provider regarding the possible effects of the medication on the pupil.

Any pupil who is required to take, during the regular school day, medication prescribed by a physician may be assisted by designated school personnel if MPS receives both a written statement of instructions from the physician detailing the method, amount and time schedules by which such medication is to be taken requesting school personnel to assist the pupil with prescribed medication as set forth in the physician statement. Students may carry and self-administer auto-injectable epinephrine or inhaled asthma medication if the school district receives both a written statement of instructions from the physician detailing the method, amount and time schedules by which such medication is to be taken and confirming that the pupil is able to self-administer auto-injectable epinephrine or inhaled asthma medicine and a written statement from the parent or guardian consenting to the student self- administration, containing a release for the school nurse or other

51

designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing MPS and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication. A pupil may be subject to disciplinary action if that pupil uses auto-injectable epinephrine or inhaled asthma medicine in a manner other than as prescribed. All requests are to be approved by designated school personnel prior to use.

- A **"Request for Medication to be Taken During School Hours"** must accompany all medication, containing instructions for administration, including exact times and dosages. The "Request for Medication to be Taken During School Hours" will be filed in the student's folder. This form can be obtained from the school office. This form shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for the administration changes. For a copy of this form, please contact the school office.

- All medications are to be delivered to the school office in their original containers, with the name of the student, medication, dosage, and frequency of administration clearly marked. Extra medication should be picked up by the parent/guardian at the completion of the medication regimen or end of the school year, whichever is earlier. The school is not liable for any medication not picked up after the end of the school year.

- MPS staff shall keep records of medication administered at MPS.

- Medication will be kept in a secure and appropriate storage location at each MPS school and administered per physician's instructions by appropriately designated staff.

- Administration will consult with the parent/guardian and student's medical professionals to establish a written plan for Students with chronic health issues or conditions that require specific medication regimens or health plans, such as diabetes, asthma, etc.

- Any pupil requiring insulin shots must establish a plan for administration of insulin shots with the Principal in consultation with the parent or guardian and the pupil's medical professional.

A complete copy of the **"MPS Administration of Medications Policy"** is available for review at the main office and on the school website.

Oral Health Assessment – EC 49452.8

Oral Health Assessment – EC 49452.8

Record of a dental assessment done by a dental professional is required for all kindergarteners and first graders attending public school for the first time. Dental assessments must be completed in the 12 months prior to entry or by May 31st of the pupil's first school year. Please contact the school office if you have questions about this requirement.

Physical Examination and Right to Refuse

Physical Examination – EC 49451; 20 USC 1232h

MPS shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. MPS shall maintain student immunization, health examination, and health screening records on file.

A parent or guardian may file annually with the school principal a written statement, signed by the parent or legal guardian, withholding consent to a physical examination of the pupil. However, whenever there is good reason to believe that the pupil is suffering from a recognized contagious or infectious disease, the pupil shall be sent home and shall not be permitted to return until school authorities are satisfied that the contagious or infectious disease no longer exists.

Student Wellness

Free School Meals

Free School Meals – EC 49501.5

MPS shall provide two school meals free of charge during each schoolday to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritiously adequate meals that qualify for federal reimbursement.

Sexual Health Education

California Healthy Youth Act – EC 51930-51939

MPS offers comprehensive sexual health education to its students in grades 7-12. MPS provides pupils with integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention education at least once in middle school and once in high school. It is intended to ensure that pupils in grades 7-12 are provided with the knowledge and skills necessary to: 1) protect their sexual and reproductive health from HIV, other sexually transmitted infections, and unintended pregnancy; 2) develop healthy attitudes concerning adolescent growth

and development, body image, gender, sexual orientation, relationships, marriage, and family; and 3) have healthy, positive, and safe relationships and behaviors. It also promotes understanding of sexuality as a normal part of human development.

Parents or legal guardians have the right to:

1. Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV prevention education.

2. Request in writing that their child not receive comprehensive sexual health or HIV prevention education.

3. Request a copy of Education Codes 51930 through 51939, the California Healthy Youth Act.

4. Be informed whether the comprehensive sexual health or HIV prevention education will be taught by MPS personnel or outside consultants.

5. Receive notice by mail or another commonly used method of notification no fewer than 14 days before the instruction is delivered if arrangements for the instruction are made after the beginning of the school year.

6. When MPS chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV prevention education, be informed of: a) The date of the instruction, and b) The name of the organization or affiliation of each guest speaker.

MPS may administer to pupils in grades 7 through 12 anonymous, voluntary, and confidential research and evaluation tools to measure pupils' health behavior and risks, including tests, questionnaires, and surveys, containing age-appropriate questions about their attitudes or practices relating to sex. Parents or legal guardians will be notified in writing about the administration of, the right to review, and the right to excuse their child from any test, questionnaire, or survey.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if MPS has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Mental Health Services

Mental Health - EC 49428

In order to initiate access to available pupil mental health services, you may contact the Principal or designee. Our school will notify parents at least twice per year. This is one time through our Student/Parent Handbook Annual Notifications. We will also notify you again a second

time each school year by the following means: ParentSquare message, newsletter, etc.

The following resources are available to your child:

Available on Campus:

- School-based counseling services – your child is encouraged to directly contact a Charter School counselor by coming into the counseling office during school hours and making an appointment to speak with a counselor. Our Charter School counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed in this letter, are voluntary.

- Special education services – if you believe your child may have a disability, you are encouraged to directly contact the Principal or designee to request an evaluation.

- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this mediation to your child, please contact the school office.

Available in the Community:

- Will be communicated by each MPS school.

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.

- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit** https://www.thetrevorproject.org/**.**

- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling (813) 720-8778.

Suicide Prevention Policy

Suicide Prevention Policies – EC 215

> Student suicide rates are of concern to all members of the school community. One child, ages 12 and older, dies by suicide every five days in California. Local Districts were required by California law to provide suicide prevention education, according to age-appropriate and sensitive local policies, for grades 7 to 12. Legislators have determined that training in mental health and coordination around improved services is extended to our elementary students. A shared goal by all staff educators is to keep a safe place to learn, free from harm to any of our students.

MPS recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, MPS has developed prevention strategies and intervention procedures.

"MPS Suicide Prevention Policy" is posted on the school website. You may also obtain a copy at the school office.

Sunscreen and Sun-protective Clothing

Sunscreen and Sun-protective Clothing – EC 35183.5
Pupils may wear sun-protective clothing while outdoors and may use sunscreen during the school day without a physician's note or prescription.

Wellness Policy

MPS is committed to the optimal development of every student. MPS believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

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. In addition, 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. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

The School Wellness Policy outlines MPS' approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions.

You may obtain a copy of the **"MPS School Wellness Policy"** at the school office or on the school's website.

SAFETY & SECURITY

Technology Use

Acceptable Use of Technology

New technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and student learning. Magnolia Public Schools ("Charter School") offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. The Charter School Governing Board intends that technological resources provided by the school be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

Educational Purpose

Use of Charter School equipment and access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. Students and staff have a duty to use Charter School resources only in a manner specified in the Policy.

"Educational purpose" means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

"Inappropriate use" means a use that is inconsistent with an educational purpose or that is in clear violation of this policy and the Acceptable Use Agreement.

Notice and Use

The Charter School shall notify students and parents/guardians about authorized uses of school computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use the Charter School's technological resources, the student and the student's parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and the student's parent/guardian shall agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

Safety

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the Charter School is able exercise

reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse, or negligence.

To reinforce these measures, the Principal or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall monitor students while they are using MPS computers, laptops, or tablets to access the internet or online services on an MPS campus and may have teacher aides, student aides, and volunteers assist in this monitoring. Parents/guardians are required to supervise and monitor their child's use of MPS equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

The Principal or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Principal or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying. Students are expected to follow safe practices when using Charter School technology.

MPS advises students:

- To never share passwords, personal data, or private photos online.

- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.

- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.

- To consider how it would feel receiving such comments before making comments about others online.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state,

55

and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Student use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Principal or designee shall block access to such sites on Charter School computers with Internet access. The Principal or designee shall oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Student use of school computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

Acceptable Use Agreement

The Charter School believes that providing access to technology enhances the educational experience for students. However, student use of Charter School computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:

   a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.

   b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.

2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.

3. **Protection Measures.** While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff, employees, officers, directors or volunteers shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse, or negligence. The student and parent/guardian agree not to hold the Charter School or any Charter School staff, employees, officers, directors or volunteers responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse, or negligence. They also agree to indemnify and hold harmless the Charter School, Charter School staff, employees, officers, directors and volunteers for any damages or costs incurred. Parents/guardians are required to supervise and monitor their child's use of MPS equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any MPS equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

4. **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate Charter School policy or local law. These include but are not limited to:

   a. Playing games or online gaming.

   b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.

   c. Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.

   d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.

   e. Conducting any activity that is in violation of Charter School policy, the student code of conduct or local, state or federal law.

   f. Engaging in any activity that is harmful to other student(s), including the use of

technology to harass, intimidate, bully or otherwise disrupt the educational process.

g. Conducting for-profit business.

h. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.

i. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.

j. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.

k. Accessing or attempting to access material or systems on the network that the student is not authorized to access.

5. **No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.

6. **Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.

7. **Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.

8. **Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the MPS student discipline policy and applicable laws.

9. **Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

MPS promotes the use of networked computer technology in its instructional program in order to facilitate learning and teaching. Towards this end, students may be provided with a "device" (computer, laptop / iPad / Chromebook, etc.) for educational activities at school and home. MPS will make every effort to ensure that the MPS technology services are used responsibly by students. Students are expected to act in a responsible, ethical and legal manner in accordance with this Agreement, accepted rules of network etiquette, and Federal and State law. Following are some safekeeping instructions for MPS-provided devices. As applicable, students shall:

- Bring their MPS device to school every day, fully charged;

- Never leave the MPS device unattended;

- Never loan the MPS device to other individuals;

- Know where the MPS device is at all times;

- Store the MPS device in the bag/case if provided by MPS; otherwise students are encouraged to purchase protective covers/cases for their devices;

- Store and use the device in a safe location and environment to avoid loss or damage to the device;

- Not remove the Asset Tag or other school property identifiers;

- Charge the MPS device's battery daily;

- Keep food and beverages away from the MPS device;

- Only use a soft cloth or approved screen cleaning solution to clean the screen of the device;

- Not disassemble any part of the MPS device or attempt any repairs;

- Not place decorations (such as stickers, markers, etc.) on the MPS device;

- Understand that the MPS device is subject to inspection at any time without notice and remains the property of MPS;

- Notify MPS by the next school day in the event of loss or damage to the device;

- File a police report in case of theft, vandalism, and other acts covered by MPS' insurance;

- Return the device to MPS when requested by the Technology Department for maintenance and upgrades;

- Return the MPS device and accessories upon demand, upon termination of enrollment and/or at the expiration of the school year in good working condition;

- Be aware that they may be held accountable for damage to a laptop resulting from "user abuse." Examples of "user abuse" include, but are not limited to, the following: leaving cables plugged

57

in when storing the device in the carrying case which can cause broken connectors or ports; using the carrying case/sleeve for carrying textbooks, etc.; eating or drinking while using the device, resulting in damage to the device; storing the device for prolonged periods while in "stand by" or "sleep" mode (overheating can occur).

Disclaimer

Electronic information available to students does not imply endorsement of the content by MPS, nor can MPS guarantee the accuracy of information obtained on the Internet.

MPS makes no warranties of any kind, whether expressed or implied, with respect to the information technology services it provides. MPS will not be responsible for damages resulting from the use of MPS device and MPS information technology services, including, but not limited to, loss of data resulting from delays, non-deliveries, missed deliveries, service interruptions.

MPS shall not be responsible for any charges or fees resulting from access to the internet or internet resources which are not authorized in writing by MPS.

Signatures

After reading the **"Acceptable Use of Technology"** policy and this Acceptable Use Agreement, please note that your signature on the form at the end of this Handbook indicates that you agree to the terms and conditions provided here. Please note, the signature of both the parent/guardian and student are mandatory before access may be granted to the technologies available at MPS. This document, which incorporates the Technology Policy and Acceptable Use Agreement, reflects the entire agreement and understanding of all parties. MPS encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Camera Surveillance on School Property

Camera Surveillance on School Property – PC 647(j)

Surveillance cameras will generally be utilized only in public areas where there is no "reasonable expectation of privacy." Public areas may include school buses; building entrances; hallways; parking lots; front offices where students, employees, and parents come and go; gymnasiums during public activities; cafeterias; and supply rooms. However, it is not possible for surveillance cameras to cover all public areas of School buildings or all School activities. School surveillance cameras will not be installed in "private" areas such as restrooms, locker rooms, changing areas, private offices (unless consent by the office owner is given), or classrooms.

Use of Security Cameras at MPS

The Board of Directors ("Board") of Magnolia Public Schools ("MPS" or the "School") recognizes the value in protecting the health, safety, and welfare of students and staff, and in protecting the community's investment in School owned or leased property and facilities. Upon

carefully weighing the privacy rights of students and staff against MPS' duty to provide a safe, secure, and orderly learning and work environment, the Board has resolved to authorize the limited use of security cameras at MPS schools, in school buildings, and upon school grounds pursuant to the following restrictions:

Security Monitoring System

1. "Security Monitoring System" refers to the School's network of security cameras, equipment, and recorded footage.

2. Security cameras may be installed in any public area within a School building and/or upon School grounds where people have no reasonable expectation of privacy including, but not limited to, in classrooms, hallways, cafeterias, libraries, computer labs, parking lots, auditoriums, break rooms, weight rooms, and gymnasiums.

3. Security cameras may not be installed in any area in which individuals possess a reasonable expectation of privacy, such as in restrooms, locker rooms, or private offices.

4. The precise location of security cameras shall be determined by MPS or by the School-site principal with the approval of the Chief Executive Officer ("CEO"). Input from staff members may be sought to determine the most beneficial locations for security cameras. A diagram showing the wiring of the local server for the security monitoring system at the school site shall be shared with the Board prior to the installation of the security monitoring system.

5. Under no circumstances shall MPS' security cameras record, or be equipped to record, audio data. Further, MPS' security cameras are not intended, and shall not be used, for viewing of live footage. Instead, security camera footage shall be recorded to a digital file. Authorized personnel may view security camera footage by accessing the pre-recorded footage saved to a digital file.

6. Security camera footage may be used as evidence in a staff or student disciplinary matter and/or to provide evidence of any unlawful activity in and around School grounds.

7. Absent a reported incident, security camera footage will be erased after thirty (30) days.

8. Under no circumstances will employees make unauthorized copies or duplicates of security camera footage.

9. Any violation of this policy may result in student discipline in accordance with the Student/Parent Handbook, or employee discipline, up to and including termination, in accordance with the Employee Handbook.

10. MPS shall notify educational partners of the use of security cameras on campus in accordance with

the law and the requirements outlined in this policy.

Treatment of Recordings

Authorized Personnel

"Security Monitoring System" refers to the School's network of security cameras, equipment, and recorded footage.

Only authorized MPS employees may access or operate the security camera system. The footage will only be reviewed by authorized employees if a safety or security incident or suspected incident or situation arises and a review of the footage is appropriate. Absent a qualifying safety or security related incident or suspected incident, the security camera footage shall not be reviewed, unless express permission to review the footage is given by the CEO or the Board President. In cases of a malfunction to the security monitoring system, the footage may be accessed to determine functionality.

Security camera footage may only be viewed in the presence of two (2) authorized persons, which shall include the Principal of the School-site and a second person authorized by the CEO. Alternately, the two (2) authorized persons may be configured as the Board President and a second person authorized by the Board President. Both authorized persons must be physically present with two (2) different unique access keys to access the footage.

Any other parties wishing to view the security camera footage shall first obtain the written consent of the CEO, and must meet the requirements of this policy, unless otherwise required by the law, or a court of competent jurisdiction.

Data Storage

Security camera footage shall be stored in a secure location and shall only be accessed by authorized personnel. Security camera footage shall be password protected/encrypted under the direction and support of the MPS IT Director. Additionally, such footage will be stored on a local wired server which will not be connected to an outside server.

Footage of incidents captured by security cameras located on school property may constitute a part of a student's educational record, subject to relevant Board policies and administrative regulations, including applicable record retention policies. Upon the report of an incident or possible incident, only those persons with a legitimate educational purpose shall be permitted to view the recordings, and these requests must be made in writing and approved by the CEO prior to the footage being viewed by such parties. In most instances, the persons with a legitimate purpose will be the CEO, School-site principal, authorized administrative staff, and authorized MPS area education agency staff members.

Record Keeping

The Principal shall keep a written log of all persons who review the security camera footage at their School-site, including the date and time stamps of the footage under review, the name of the individuals viewing the footage, the date and time the footage was viewed, and the purpose for which the footage was viewed. If the content of the recording

becomes the subject of a student or employee disciplinary proceeding, it may be treated like other evidence in that proceeding.

Security camera footage will be stored for thirty (30) days, unless the Principal, CEO, Board President, or other state or federal agency requests that specific footage be preserved for a longer period, in which case the applicable footage will be saved and protected with the same degree of security that other security camera footage is protected. No unauthorized copies of footage or duplicates may be made.

Parents/Guardians may request to view recordings of their children only in the event the recordings are used in disciplinary proceedings involving their children, and such requests must be made in writing by the Parent/Guardian pursuant to the School's Family Educational Rights and Privacy Act ("FERPA") Policy. Any such request shall be processed pursuant to the School's FERPA Policy and in accordance with any other applicable law. If a Parent/Guardian's request is granted, the faces of other students shown in the recording, who are not children of the requesting parent, will be removed and/or blurred out in order to protect their identities.

In the event footage is used in an employee disciplinary matter, the employee may be given access to the relevant footage at or before the time of discipline. This does not create a right of employees to access or review any other security camera footage.

Under no circumstances will the MPS' security camera footage be duplicated and removed from MPS property except in accordance with this policy, a court order, and/or a valid subpoena.

Notification

MPS shall post security camera signage at all campus and facility entrances disclosing the use of security camera equipment on the premises. Additionally, MPS Home Office shall provide the following annual written notice to students and parents at the affected school-sites:

> Dear Students and Parents:
>
> This letter from Magnolia Public Schools ("MPS") is to inform you of the decision by the MPS Board of Directors to authorize the use of security cameras in public areas of your campus, including in and around School buildings and on School property, including inside School classrooms. The purpose of this program is to promote and maintain a safe, secure, and healthy environment for all students and staff. Private areas of campus, such as restrooms and locker rooms, will not be subject to security camera recording. Additionally, MPS will post signage indicating the areas of campus where security cameras are in use.
>
> This notice hereby notifies students and parents that the video recordings will only be retained if necessary for use in a student disciplinary proceeding or other matters, to the extent permitted by law and as determined necessary by

59

the MPS administration. Further, this notice hereby notifies Students and parents that the content of video recordings may be used in a student's disciplinary proceeding and may be referred to local law enforcement, as appropriate. The content of the video recordings may be a confidential student record and, if so, will be retained with other student records and will be subject to the Family Educational Rights and Privacy Act ("FERPA") requirements.

Parents/Guardians may request to view recordings of their children only in the event the recordings are used in disciplinary proceedings involving their children, and such requests must be made in writing by the Parent/Guardian pursuant to the School's FERPA Policy. Any such request shall be processed pursuant to the School's FERPA Policy and in accordance with any other applicable law. If a Parent/Guardian's request is granted, the faces of other students shown in the recording, who are not children of the requesting parent, will be removed and/or blurred out in order to protect their identities.

Security cameras will not be used to record audio, and footage will be kept private and destroyed after thirty (30) days, unless the preservation of the footage is otherwise needed as discussed above.

Tampering

Students and employees are prohibited from tampering with the MPS' security cameras, systems, and/or footage. "Tampering" includes any unauthorized use, access, or physical damage to the system caused by the student or employee. Students found in violation of this policy will be disciplined in accordance with MPS policies. Any employee found to have tampered with MPS security monitoring system may be disciplined, up to and including termination, and they may also be liable for any damage to the system.

Electronic Listening or Recording Device

Electronic Listening or Recording Device – EC 51512

The use by any person, including a pupil, of any electronic listening or recording device in any classroom without the prior consent of the teacher and the principal is prohibited as it disrupts and impairs the teaching process and discipline in the schools. Any person, other than the pupil, willfully in violation shall be guilty of a misdemeanor. Any pupil in violation shall be subject to appropriate disciplinary action.

Electronic Signaling Devices

Electronic Signaling Devices – EC 48901.5

The use by any person, including a pupil, of any electronic signaling device in any classroom without the prior consent of the teacher and the principal is prohibited as it disrupts and impairs the teaching process and

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discipline in the schools. The only allowable use would be acceptable if it is determined by a licensed physician that the pupil must use for the health and safety of a pupil. Any pupil in violation shall be subject to appropriate disciplinary action.

Smartphone use may be prohibited by MPS while a student is at a school site and under supervision and control of staff. There are health and special education limits or usage that may differ from the general student population but must be in writing and kept on file in student records for confidential record keeping and reasons.

EC 48901.7

(a) The governing body of a school district, a county office of education, or a charter school may adopt a policy to limit or prohibit the use by its pupils of smartphones while the pupils are at a school site or while the pupils are under the supervision and control of an employee or employees of that school district, county office of education, or charter school.

(b) Notwithstanding subdivision (a), a pupil shall not be prohibited from possessing or using a smartphone under any of the following circumstances:

   (1) In the case of an emergency, or in response to a perceived threat of danger.

   (2) When a teacher or administrator of the school district, county office of education, or charter school grants permission to a pupil to possess or use a smartphone, subject to any reasonable limitation imposed by that teacher or administrator.

   (3) When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.

   (4) When the possession or use of a smartphone is required in a pupil's individualized education program.

Electronic Devices and Phone Use

MPS policy regarding possession of cellular phones, any personal electronic devices, IPods, MP3 players, cameras, video cameras, laptops, and recording devices is as follows:

- From the moment a student arrives on campus to the time that the student leaves the campus, the power of the electronic device must be turned off and all devices are to be out of sight, secure with the student's belongings in a backpack or purse. The duration of the non-permitted use includes before school on school grounds, instructional time, passing periods, lunch time, and tutoring. At no time, shall the educational program or school activity be interrupted.
- Students are allowed to use cellular phones only in the designated area after school. Phones should

not be used during after school programs, such as tutoring.

- Students should not use or have cellular phones turned on during school hours unless a teacher or administrator of the school grants permission.

- Remember that any personal electronic devices seen during class time will be confiscated and returned to the student's parents/guardians accompanied by the student at the end of the school day.

- The school is not liable if such devices are damaged, lost or stolen. The use of these devices or their ringing/vibrating during school time will be considered a disruption of school activities and subject to disciplinary action which will include confiscation and discipline entry.

- All confiscated devices will be returned to the parent/guardian accompanied by the student at the end of the school day.

- Remember that no personal electronic devices may be visible or used on the campus grounds. CD players, IPOD, MP3 players, phones, PDA, PSP, laptops, smart watches, electronic games, and/or similar devices are not allowed to be used at school. They disrupt classes and distract others from learning. If you choose to bring them for use outside of school, it is at your own discretion. MPS assumes no liability for any damaged, destroyed, lost, stolen, misplaced or otherwise compromised electronic device brought onto MPS property.

Contacting Your Child During School Hours

- Parents/Guardians should not contact their child's cellular phone during school hours absent emergency; students are required to turn off all electronic devices, including cellular phones, and put them away and out of sight.

- Parents/Guardians should only contact the school office if they must leave a message for their child in case of an emergency. Students will not be disrupted during school hours for non-emergency reasons. In case of an emergency, the message will be given to the student by office staff. In case of emergency, students may go to the office with a hall pass from a teacher. Please note: The office phone is for emergency calls only.

A complete copy of the **"Electronic Devices/Cell Phone Use Policy"** is available for review in the school office or on the school website.

Internet Safety

2021-22 Internet Safety Policy for Students

MPS prides itself on providing a safe learning environment for its students. An emerging national concern is the inappropriate use of the Internet by students. This problem has the potential to be harmful, and we ask your support in assisting us with this challenge.

Across the nation, schools have seen an increase in negative student behavior as a result of messages written using electronic technology, posted to popular social networking Web sites. Many sites contain instant messaging components that allow students to chat with other students and to post statements that ordinarily would not be said in a face-to-face conversation.

The popularity of these Web sites seems to be growing. FaceBook.com, for example, is said to have millions of members and has become one of the most popular "message exchange" sites among students nationwide.

Unfortunately, some of these Web sites are being used by child predators, "cyber bullies," and con artists. To our knowledge, there are no adults officially responsible for monitoring the content on such Web sites, and some students use the sites to participate in online bullying or to threaten harm to other students. The so-called "cyber bullies," mostly children between the ages of 9 and 14, use the anonymity of the Web to hurt others without witnessing the consequences. Students who are bullied online sometimes do not report these occurrences for fear that they will be barred from using the Internet.

Outside of our schools, there have been instances of adults posing as youths and gaining access to student chat rooms. In some cases, these contacts have led to tragedy. Some unsuspecting students post enough personal information that predators are able to locate students' home or school addresses, thereby becoming easy targets for predators.

MPS has blocked the use of these social networking Web sites from our school computers. We will continue to block objectionable material as we deem appropriate.

Parents should be aware of what their children are writing on the Internet and what others are posting in reply. These Web sites are public domain, and anything posted there can be seen by anyone who has Internet access. Although most of what is written is not immoral, offensive, or illegal, some of it is. If you choose to do so, you may investigate this site by personally logging on to the site. The services are free, and users may register using an e-mail address. Once you have registered, you can search by name and e-mail address to see if your child is registered. You can narrow the search results by entering the name of your city. You will be able to view the kinds of personal information, messages, diaries, and photographs that students post to this Web site.

Helpful Tips and Resources

We encourage you to talk with your son or daughter about the potential danger of the Internet. Ask if they have an account with Facebook, Instagram, Snapchat, or similar Web sites. If your child is using such a site with your permission, you may want to review his or her profile to ensure that no personal and identifiable information has been posted.

We also encourage you to establish rules and guidelines to ensure the safety of your child while on the Internet. Some Web sites offer parental or family guidance for

61

Internet safety; for example, SafeKids.com, located online at http://www.safekids.com, and Web Wise Kids, located online at http://www.webwisekids.org, by telephone at 866-WEB-WISE, or by e-mail at webwisekids2@aol.com.

MPS will continue to provide Internet security within our schools. It is important that parents also monitor Internet use at home.

Thank you for your support and cooperation in keeping our students safe. If you have questions or would like more information, please feel free to contact the school office.

A complete copy of the "**Internet Safety Policy**" is available for review in the front office and on the school website.

StudentSquare

StudentSquare is a communication and organization tool MPS uses to keep students informed and involved in their classes and extracurricular activities. It provides all school, classroom, and group communication in one place; notifications via app, text, and/or email; and the ability to send direct messages to teachers or staff. StudentSquare is a student communication companion to ParentSquare. Each middle school and high school student automatically have an account in StudentSquare based on their school email address. Students receive messages via email, but there are other ways to get StudentSquare messages: students can add their cell phone number to receive text messages, or they can download the StudentSquare app (iOS and Android) and receive notifications.

Students are provided access to StudentSquare primarily for educational purposes and shall not use it for personal activities or for activities that violate Charter School policy or local law. Students will follow the "Acceptable Use of Technology" policy and the Acceptable Use Agreement. The signature of both the parent/guardian and student are mandatory before access may be granted to the technologies available at MPS. Please note that your signature on the form at the end of this Handbook indicates that you agree to the terms and conditions provided here.

Safety & Emergency Preparedness

Asbestos Management Plan

Asbestos Management Plan – 40 CFR 763.93

MPS maintains and annually updates its management plan for asbestos-containing material in school buildings. For a copy of the asbestos management plan, please contact MPS.

Pesticide Products

Pesticide Products – EC 17612 and 48980.3

To obtain a copy of all pesticide products and expected use at the school facility during the year, and to receive notification of individual pesticide applications at the school at least 72 hours before the application, please contact the school office. The notice will identify the active ingredient(s) in each pesticide product, the intended date of application an Internet address on pesticide use and reduction, and the Internet address where the school site integrated pest management plan may be found if the school site has posted the plan.

A pesticide notification request letter is included at the end of this Handbook and copies are also available in the school office.

Civility on School Grounds

Civility on School Grounds – CC 1708.9; EC 32210

Any person who willfully disturbs any public school or any public school meeting is guilty of a misdemeanor, and shall be punished by a fine of not more than five hundred dollars ($500).

It is unlawful for any person, except a parent/guardian acting toward his/her minor child, to intentionally or to attempt to injure, intimidate, interfere by force, threat of force, physical obstruction, or nonviolent physical obstruction with any person attempting to enter or exit any public or private school grounds.

Disaster Preparedness Educational Materials

Disaster Preparedness Educational Materials – EC 32282.5

Natural and human-caused disasters affect everyone which is why it is important to be prepared at home, at school, at work, and in the community. Parents and guardians are encouraged to review the safety educational materials provided on the California Department of Education Web page at: http://www.cde.ca.gov/ls/ss/cp/pupilsafetyeducmat.asp.

The materials are available in multiple languages and can be used to help families prepare for different types of emergencies and crisis.

Gun-Free School Zone Act

Gun-Free School Zone Act – PC 626.9, 30310

California prohibits any person from possessing a firearm on, or within 1,000 feet from, the grounds of a public or private school, unless it is with the written permission of the principal. This does not apply to law enforcement officers, any active or honorably retired peace officers, members of the military forces of California or the United States, or armored vehicle guards engaged in the performance of, or acting in the scope of, their duties. A

person may also be in possession of a firearm on school grounds if the firearm is unloaded and in a locked container or within the locked trunk of a motor vehicle. A violation of this law is punishable by imprisonment in a county jail for up to six months, a fine of up to $1,000, or both imprisonment and fine.

Off-Campus Lunch Policy

Off-campus Lunch – EC 44808.5

MPS permits the high school students enrolled at MPS to leave the school grounds during the lunch period.

Neither MPS nor any officer or employee thereof shall be liable for the conduct nor the safety of any pupil during such time as the pupil has left the school grounds during the lunch period.

If a student reaches a total number of ten (10) unexcused absences or unexcused tardies over thirty (30) minutes within a school year or if a student has three (3) unexcused absences or unexcused tardies after leaving the school grounds for lunch and before reporting back to school, this privilege will be taken away from the student for the remainder of the school year.

Each individual MPS school may include site-specific amendments into the off-campus policy addressing local issues. This includes removing the off-campus lunch permission or limiting it to specific grade levels as well as implementing additional eligibility criteria as long as the principle of equity is observed.

School Safety Plan

School Safety Plan – EC 32280 et seq.

Each MPS school site has a Comprehensive School Safety Plan, which includes a disaster preparedness plan and emergency procedures.

A copy of the complete Safety Plan can be located at the school office and on the school website.

Emergency Preparedness

MPS works diligently to make sure that students and staff are prepared for emergencies. The school has an emergency plan that provides guidance for the school staff in an emergency. The school conducts regular emergency drills that accommodate persons with disabilities and meet or exceed the state mandated requirements, such as:

- **Fire Drill** – Every elementary and middle school practices this procedure once a month; high schools practice once each semester.

- **Earthquake Exercise** – Once a year, all schools conduct a full-scale earthquake exercise as part of the Great California Shake-Out. The drills are scheduled in the fall and all the elements of the school's disaster plan are practiced.

- **Drop, Cover, and Hold On (Earthquake) Drill** – Every month, schools use this drill to remind students how to protect themselves during an earthquake.

- **Lockdown Drill** – At least once per semester, schools practice how they will respond to a threat of violence on or near the campus.

- **Shelter-in-Place Drill** – At least once per semester, schools practice how they will respond to an environmental hazard on or near the campus.

- **Take Cover Drill** – At least once per semester, students practice how they would respond to gunfire or an explosion in the neighborhood.

Parents are asked to make sure that their students actively participate and take emergency drills seriously. These drills help make public schools the safest place for students during an emergency. Each school also stocks emergency supplies to sustain students and staff. These supplies include water, food, first aid supplies, search and rescue equipment, and sanitation items. These supplies are checked regularly by school staff.

In the event of a disaster, the school may need to care for your child for several days if you are unable to reach the school. It is important to have adequate emergency medical supplies on hand. School sites request that parents bring a 72-hour supply of any prescription medications for their child to the school health office. Medications should be in a container with the pharmacy label listing the child's name, the name and dosage of the medication, and instructions for administering the medication.

What Can Parents Do During an Emergency?

Parents should be familiar with the school's emergency procedures and update contact information whenever it changes. Parents should keep their cell phone with them to receive messages on the emergency. Knowing where to go to pick-up your child will save time and reduce anxiety. Parents should remember that schools have emergency procedures in place to protect all students and that schools will follow these procedures during an emergency.

Parents should also remember that children look to them for guidance and support during an emergency; parents who are calm and are prepared for emergencies can inspire children to do the same. This will go a long way to promote recovery and a return to normalcy. If you have questions about the school's emergency procedures, you are encouraged to contact the school office.

Emergency Response

In the event of an emergency, parents should remember that public schools are among the safest buildings in the community. By law, California public schools are built to a higher standard than other public buildings, as required by the Field Act; therefore, schools will generally have less damage from an earthquake than residential or commercial buildings. Schools also have extensive fire/life safety systems that include fire alarms and sprinkler systems that are designed to protect students and staff.

In general, schools will respond to emergencies by moving students to the safest possible location. During fires or earthquakes, students will be moved out of the classrooms to a safe assembly area away from buildings, usually the school field or play yard. During a lockdown or shelter-in-place, students will be moved indoors to use the buildings as protection.

During an emergency, parents who want to pick-up their children may be asked to go to the Request Gate located on the school's perimeter and show identification. This is a specific location that schools will use to release students. Please remember that students will only be released to a person whose name is listed on the student's Emergency Information Form. Parents must make sure that the student's Emergency Information Form is current and correct. Please notify your child's school any time the emergency contact information changes.

During a threat of violence, students will be sheltered in a locked classroom away from anything that can hurt them. During an emergency when the campus must be protected, parents will not be able to pick-up their children until the school campus is declared to be safe by law enforcement. Parents need to understand that the students are being sheltered in a secure location for their safety and will be released only when it is safe.

Schoolbus and Transportation Safety Policy

Schoolbus Safety – EC 39831.5

- All students who are transported in a schoolbus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety. A copy of the complete Policy is available upon request at the main office. Transportation is only provided to eligible students in authorized programs.

- It is recommended that parents and children become familiar with the route to school by walking it together. Obey marked crosswalks, stop signs, traffic signals and other traffic controls.

- Students who have a home pickup and delivery per their Individualized Education Program (IEP) must have a designated responsible adult present to receive them from the bus when returned from school.

- Prior to departure on a school activity trip, all pupils riding on a school bus or school activity bus shall receive safety instruction that includes, but is not limited to, location of emergency exits, and location and use of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit.

- Students transported in a school bus or in a school pupil activity bus shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the students while they are on the bus or

being escorted across a street, highway or road. Students who ride school buses are expected to adhere to the same rules of conduct and behavior on the school bus as in school. Any student who engages in misconduct, disrupts school bus travel, disrespects the school bus driver or jeopardizes the safety of school bus rides is subject to disciplinary action, including suspension or expulsion.

A complete copy of the **"MPS Transportation Safety Policy"** is available for review in the main office.

Walking or Riding a Bicycle to School – VC 21212

No person under 18 years of age may operate a bicycle, non-motorized scooter, skateboard or wear in-line or roller skates, nor ride as a passenger upon a bicycle, non-motorized scooter, or skateboard upon a street, bikeway, or any other public bicycle path or trail unless that person is wearing a properly fitted and fastened bicycle helmet that meets specified standards.

Volunteer, Visitation, Shadowing, and Removal Policy

While MPS encourages parents/guardians and interested members of the community to visit MPS and view the educational program, MPS also endeavors to create a safe environment for students and staff. Additionally, parents volunteering in the classroom can be extremely helpful to our teachers and valuable to our students. We thank all parents for their willingness to volunteer in this manner.

Nevertheless, to ensure the safety of students and staff as well as to minimize interruption of the instructional program, MPS has established the following procedures to facilitate volunteering and visitations during regular school days:

Definitions

- A "*visitor*" is defined as any person seeking to enter the school building who is not an employee of the Charter School or a student currently enrolled in that building. All visitors who are not parents or guardians of a student must have a specific and educationally relevant purpose for their visit.

- A "*volunteer*" is defined as any person who voluntarily offers and provides a service to the Charter School with Charter School approval without receiving compensation.

Volunteering Categories and Application Process

A. Certified Volunteers ("C-Volunteers")

a. Who are C-Volunteers: These are volunteers that would like to volunteer with MPS on an ongoing basis and may have unsupervised exposure or contact with students. Examples may include, but are not limited to, classroom

volunteers, tutors, field-trip volunteers, etc.

    b. Application Process: C-Volunteers must provide MPS with the following documents:

- Volunteer Application Form (signed)

- Volunteer Commitment Form (signed)

- Fingerprinting and Background Clearance (if volunteering outside of the direct supervision of a credentialed employee)

- Tuberculosis risk assessment or examination

- Valid photo I.D. (driver's license, passport, military ID, US or other government identification)

B. Single Event Volunteers ("SE-Volunteers")

    a. Who are SE-Volunteers: These are volunteers that would like to volunteer at MPS for a one (1) days special event or activity and have no unsupervised exposure or contact with students. Examples may include, but are not limited to, guest story reader, guest speaker, senior exhibition panel member, etc.

    b. Application Process: SE-Volunteers are not required to submit a volunteer application but must comply with the Volunteering Guidelines below and provide MPS with a valid photo I.D.

Volunteering Guidelines

Parents or guardians who are interested in volunteering must adhere to the following guidelines:

1. Volunteers must arrange volunteering schedule with the classroom teacher and/or MPS Principal or designee, at least forty-eight (48) hours in advance. Volunteering in class may be limited to certain hours or specific assignments as determined by the classroom teacher(s) or MPS administration.

2. For all prospective volunteers (both C-Volunteers and SE-Volunteers), the MPS Principal or designee will review California Megan's Law online database at http://www.meganslaw.ca.gov to ensure that prospective volunteers are not registered sex offenders.

   Prior to volunteering in the classroom or on campus, the volunteer should communicate with the teacher and/or MPS staff to discuss the expectations for volunteering needs. Classroom volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Classroom volunteers must follow the instructions provided by the classroom teacher or aide. Classroom rules also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aid the volunteer may leave their volunteer position for that day.

3. Information gained by volunteers regarding students (e.g., academic performance or behavior) is to be maintained in strict confidentiality and may not be shared with any individual except with the MPS Principal. Volunteers must sign in agreement that they have read and understand and agree to follow the Family Educational Rights and Privacy Act ("FERPA") Policy.

4. Volunteers shall follow and be governed by all other guidelines indicated elsewhere in this Policy. This includes, but is not limited to, the process of registering and signing out of the campus at the main office as indicated below.

5. Volunteerism by parents is encouraged but not mandatory. All parents are encouraged – but not required – to contribute a minimum of 10 hours per year to the school. No child will be excluded from MPS or school activities due to the failure of his or her parent or legal guardian to fulfill the encouraged volunteer hours.

6. This Policy does not authorize MPS to permit a parent/guardian to volunteer or visit the campus if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

Visitation Guidelines

1. Visits during school hours should first be arranged with the teacher and MPS Principal or designee, at least three (3) school days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three (3) school days in advance. Parents/guardians seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher and the MPS Principal or designee.

2. All visitors (including volunteers) shall register in the Visitor's Log Book and complete a Visitor's Permit in the main office immediately upon entering any school building or grounds when during regular school hours, including immigration enforcement officers. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and proof of identity. If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration

enforcement officers, social workers, district attorneys, or U.S. attorneys), the officer/official will also be asked to produce any documentation that authorizes school access. MPS shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by MPS. The MPS Governing Board and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.

3. For purposes of school safety and security, the MPS Principal or designee have designated that each visitor wear a visitor's pass/sticker as a visible means of identification for visitors while on school premises.

4. All visitors are asked to comply with current mandated and recommended health and safety protocols. Visitors (including volunteers) who demonstrate signs of a contagious disease (e.g. fever, coughing) may be denied registration. When recommended or requested by the Department of Public Health, visitors will be required to wear personal protective equipment, such as masks, and practice social distancing. MPS reserves the right to implement additional measures for the protection of its school community, such as requiring forehead temperature checks before entry to the same extent being utilized for students and employees.

5. Except for unusual circumstances, approved in advance by the MPS Principal, MPS visits should not exceed approximately sixty (60) minutes in length and may not occur more than twice per semester.

6. While on campus, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless permitted, and not interfere with any school activity. No electronic listening or recording device may be used in a classroom without the teacher's and MPS Principal's advance written permission.

7. Before leaving campus, the visitor shall return the Visitor's Permit and sign out of the Visitors Log Book in the main office.

8. The MPS Principal, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.

9. The Principal may direct a visitor without lawful business on campus to leave campus when the visitor's presence or acts interfere with the peaceful conduct of the activities of the school or disrupt the school or its pupils or school activities. Any visitor who is directed to leave by the Principal or designee will not be permitted to return to the Charter School campus for at least seven (7) days.

10. The MPS Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt MPS' orderly operation. Consent will be reinstated whenever the MPS Principal has reason to believe that the person's presence will not constitute a disruption or substantial and material threat to MPS' orderly operation. Consent to be on campus can be withdrawn for up to fourteen (14) days.

11. The MPS Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to leave, the MPS Principal or designee shall inform the visitor that if the visitor reenters the school without following the posted requirements, the visitor will be guilty of a misdemeanor.

12. Any visitor who is denied registration or has his/her registration revoked may request a conference with the MPS Principal. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of conference is to be sent, and shall be delivered to the MPS Principal with fourteen (14) days of the denial or revocation of consent. The MPS Principal shall promptly mail a written notice of the date, time, and place of the conference to the person who requested the conference. A conference with the MPS Principal shall be held within seven (7) days after the MPS Principal receives the request. If no resolution can be agreed upon, the MPS Principal shall forward notice of the complaint to the MPS Board of Directors. The MPS Board of Directors shall address the Complaint at the next regular board meeting and make a final determination.

13. At each entrance to the campus, signs shall be posted specifying the hours during which registration is required, stating where the office of the MPS Principal or designee is located, and what route to take to that office, and setting forth the penalties for violation of this policy.

14. The MPS Principal or designee may seek the assistance of the police in managing with or reporting any visitor in violation of this Policy.

"Certified Volunteer (C-Volunteer) Application Form" and **"Volunteer Commitment and Procedures"** are

included at the end of this handbook and copies are also available in the school office.

Shadowing Guidelines

Shadowing gives parents and students an opportunity to observe instruction during an ordinary school day and can help open dialog between parents and students about school. Parents are welcome to shadow their children, that is, to follow them through their school day. In order to maximize the benefits of shadowing, we request that parents adhere to the following guidelines:

- Follow the above procedure for providing three (3) school days advance notice of your visit, signing in at the main office when arriving at MPS, and obtaining a visitor's pass/sticker. Notice of your visit and intent to shadow should be provided by completing the Shadow Request Form, below, and submitting it to MPS at least three (3) school days in advance of your visit.

- Shadowing is not a time for parent/teacher conferences. If you desire a conference, please make prior arrangements with your child's teachers.

- To preserve the academic environment, please do not take part in the lesson unless invited to do so by the teacher. Do not visit with your child or other students during class time. At no time may visiting parents address other students directly. Visitors are not allowed to record audio or video or take photos. Should you have any concerns, report them to the MPS administrators.

- Meet with MPS administration to debrief your visit.

"Shadow Request Form" is included at the end of this handbook and copies are also available in the school office.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to $500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.

2. Under California Education Code section 44811, disruption by a parent, guardian or other person whose conduct materially disrupts classwork or extracurricular activities or involves substantial disorder is guilty of a misdemeanor and is punishable, upon the first conviction by a fine of no less than $500.00 (five hundred dollars) and no more than $1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both the fine and imprisonment.

3. Disruptive conduct may lead to MPS' pursuit of a restraining order against a visitor, which would

prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of up to three (3) years.

Student Conduct & Discipline

Dress Code/Uniforms

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. This uniform policy will be enforced from the very first day of school. Students shall cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on both student and parent/guardian support in helping to maintain this uniform policy and follow it daily.

In addition to wearing the school uniform, MPS requires that students follow these additional guidelines in terms of uniform appearance and personal appearance. **If any aspect of the uniform, including clothes, shoes, jewelry, cosmetics, or any type of body adornment, is not explicitly listed as acceptable in this handbook, then that item is not permitted to be worn when the student is at school or representing the school.** If you have any questions, please check with administration.

If a student is unable to wear the school uniform to school due to extenuating circumstances, please communicate with the school administration.

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 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.

Religious Head Coverings

Religious head coverings shall be permitted.

Free Dress & Theme Dress Days Code

Free Dress days are earned at the discretion of the administration. These days are granted at different times of the year for positive behavior and special occasions. Violation of this policy may result in loss of free dress privileges for the remainder of the school year.

- On free dress days, clothing must be in good taste and appropriate for school. Clothing should not be inappropriately tight, revealing, or transparent.

- The school's dress code is strictly enforced during free dress days as well. All students must follow the same guidelines with the exception of not wearing their uniform.

- T-shirts are acceptable; however, printing on clothing must be suitable for school - no suggestive, vulgar, or profane language or images are permitted, as well as clothing that promotes alcohol, drugs, tobacco, or other controlled substances.

- Mini-skirts, skirts, and shorts should be no shorter than your longest finger when standing with your hands by your sides. Jeans may be worn during free dress days but cannot be inappropriately tight or baggy; no tattered jeans are allowed.

- Visible undergarments (including boxer shorts, bras, etc.) are not allowed.

- Midriffs, backless or side less shirts or dresses, halter tops, or tank tops with straps less than 1-inch strap in width are NOT allowed.

- Hats for sun protection must only be worn outside of the school building(s) and classrooms. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.

- Gloves, bandanas, or sunglasses are not permitted to be worn in school, except for medical reasons. Head coverings worn for purposes of religious observance are permitted.

- Neatness and good grooming are required.

MPS STUDENT UNIFORM POLICY

BOTTOM	- Pants, shorts, skirts, skorts, or capris are acceptable. - Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue. **Belts** *(required for all variations of dress uniform)* - Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal). - The buckle may only have one catch. - Belt must be of correct waist size, so that there is minimal excess length (less than five inches). - Any excess length of belt must be tucked through a belt loop and may not hang down.	**Pants/Skirts/Skorts/Shorts** - May not be baggy or inappropriately tight. May not be rolled at waist. Top of garment must be at or above hip bone. - Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides. - Skirts that are above the top of the kneecap should be worn with leggings/tights and must be no shorter than the longest fingertip. - Pants may not be made from legging or jegging material. - Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle. Socks may not be worn over pants. - Rubber bands are not allowed on the bottom of pants or ankles. - No jean/denim style pants - No Cargo pants/shorts. - Must have a built-in pocket not a sewn-on pocket.
TOP	- White, gray, black or navy-blue polo or woven shirts must have the school logo. They may be either short or long sleeved. - Hoods may not be worn at school. - Top of garment must be at or above hipbone when student is standing up.	**Undergarments** All undergarments, including bras, boxer shorts, etc., should not be visible **Other Guidelines** - Woven shirt or polo shirt must be tucked in neatly at the waist at all times. These shirts may not be inappropriately tight or baggy. - Undershirts must be short-sleeved if worn. - The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned. - Under shirt may not hang out of sleeves.
FOOTWEAR	- For all footwear including "athletic" footwear, the majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.) - Plain, unadorned socks must always be worn, tights are also acceptable. Color of the socks or tights: Solid black, dark brown, navy blue or white. - No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.	**Shoes** - Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoelaces must match shoes and be in solid color. **Jewelry and Accessories/Cosmetics** - Should be modest, appropriate for school, and not attract undue attention.

69

PE UNIFORM	• **Top:** Students will wear a solid gray t-shirt, preferably with the MPS logo. Solid white, gray, black, or navy blue sweatshirts with or without the MPS logo may also be worn during PE. • **Bottom:** Properly fitting navy shorts. Waist size of shorts must be appropriate to student's waist size (i.e. not inappropriately tight or baggy). Shorts should be no shorter than your longest finger when standing with your hands by your sides **Footwear:** Any athletic shoes suitable for basketball, tennis, and field sports. The majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)	• Necklaces: If worn must be underneath uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in collar of shirt. • No "glitter", decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform, • Facial, tongue, and body piercing are not allowed. • Bracelets: Must be tasteful and not attract undo attention. • Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.

OUTERWEAR	• Hats, hoods, caps, and other headgear may not be worn in school buildings, except for purposes of religious observance. No gloves or finger lacing of any sort are allowed. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.
	
	For colder weather
	• Crew-neck and zip v-neck sweatshirt and jackets are permitted, with or without the MPS logo.
	
	• Sweatshirts and jackets must be solid white, gray, black, or navy-blue.
		• Cosmetics must be appropriate for school and not attract undue attention.
		
		    o No brightly colored or glitter eye shadow, or blush.
		    o Mascara and eyeliner should be minimal.
		    o Lipstick should be a natural color.
		    o Earrings must be studs or one (1) inch hoops and worn on earlobe.

Notes

- If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to check with your school's administration.

- Each individual MPS school may include site-specific amendments into the uniform policy addressing local issues.

70

Duties of Pupils

Duties of Pupils – 5 CCR 300
Pupils shall conform to school regulations, obey all directions, be diligent in study and respectful to teachers and others in authority, and refrain from the use of profane and vulgar language.

Electronic Nicotine Delivery Systems (e-cigarettes)

Electronic Nicotine Delivery Systems (e-cigarettes) – PC 308
MPS prohibits the use of electronic nicotine delivery systems (ENDS) such as e-cigarettes, hookah pens, cigarillos, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products on all MPS property and in MPS vehicles at all times. ENDS are often made to look like cigarettes, cigars and pipes, but can also be made to look like everyday items such as pens, asthma inhalers and beverage containers. These devices are not limited to vaporizing nicotine; they can be used to vaporize other drugs such as marijuana, cocaine, and heroin. Students using, in possession of, or offering, arranging or negotiating to sell ENDS can be subject to disciplinary action, particularly because ENDS are considered drug paraphernalia, as defined by 11014.5 of the Health and Safety Code. Section 308 of the Penal Code also states that every person under 18 years of age who purchases, receives, or possesses any tobacco, cigarette, or cigarette papers, or any other preparation of tobacco, or any other instrument or paraphernalia that is designed for the smoking of tobacco, tobacco products, or any controlled substance shall, upon conviction, be punished by a fine of seventy-five dollars ($75) or 30 hours of community service work.

Tobacco-free Campus

Tobacco-free Campus   BPC 22950.5; HSC 104420, 104495, 104559, PC 308
Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of secondhand smoke. Charter School provides instructional programs designed to discourage students from using tobacco products. The Charter School's Governing Board recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with the goals of the Charter School to provide a healthy environment for students and staff. In the best interest of students, employees, and the general public, the Board therefore prohibits the use of tobacco products at all times on Charter School property and in Charter School vehicles. This prohibition applies to all employees, students, visitors, and other persons at

school or at a school-sponsored activity or athletic event. It applies to any meeting on any property owned, leased, or rented by or from Charter School.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. Smoking or use of any tobacco-related product is also prohibited within 250 feet of the youth sports event in the same park or facility where a youth sports event is taking place. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited.

The Principal or designee shall inform students, parents/guardians, employees, and the public about this policy. All individuals on Charter School premises share in the responsibility of adhering to this policy. Additionally, Charter School will post signs stating "Tobacco use is prohibited" prominently at all entrances to school property.

Student Freedom of Speech/Expression Policy

MPS respects students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, their writing, their clothing, and the printed materials they choose to post or distribute including the right of expression in official publications, and/or the wearing of buttons, badges and other insignia.

Student freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Unprotected Expression includes the following: obscenity; defamation; discriminatory material; harassment (including sexual harassment), intimidation and/or bullying; fighting words; vulgarity and/or profanity; or violating privacy as defined below.

Definitions

1. "*Obscenity*": when the (1) average person applying current community standards finds the work as a whole appeals to the prurient interest, (2) the work is patently offensive, and (3) the work lacks serious literary, artistic, political, or scientific value. Examples include pornography or sexually explicit material.

2. "*Defamation*": Libel (written defamation) and Slander (oral defamation), which includes but is not limited to inaccurately attributing a statement to another, either on purpose for public officials (which includes Charter School staff) or by mistake for private officials, that mischaracterizes the statement.

3. "*Discriminatory Material*": material that demeans a person or group because of the person/group's disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious

affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation that has the purpose of humiliating, offending, or provoking a person/group.

4. *"Harassment (including sexual harassment), Intimidation and/or Bullying"*: severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following: (1) placing a reasonable student or students in fear of harm to that student's or those students' person or property, (2) causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health, (3) causing a reasonable student to experience a substantial interference with his or her academic performance, (4) causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

5. "*Fighting Words*": words likely to cause (1) the average person to fight or (2) the creation of a clear and present danger of violence, unlawful acts in violation of lawful school regulations, or the substantial disruption of school.

6. "*Vulgarity and/or Profanity*": the continual use of curse words by a student, even after warning.

7. "*Violating Privacy":* publicizing or distributing confidential or private material without permission.

Distribution of Circulars, Newspapers, and Other Printed Matter

Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the MPS school site Principal or designee at least one school day prior to distribution.

2. Distribution, free or for a fee, may take place at any time except during instructional time and providing there is no substantial disruption in the school programs (as determined by the MPS school site Principal).

3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.

4. The solicitation of signatures must not take place in instructional classes or school offices, nor be substantially disruptive to the school program (as determined by the MPS school site Principal).

5. Pupil editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this section. However, it shall be the responsibility of the journalism staff adviser or advisers of pupil publications to supervise the production of the pupil staff, to maintain professional standards of English and journalism, and to maintain the provisions of this Policy. The journalism staff adviser(s) shall help the student editors judge the literary value, newsworthiness and propriety of materials submitted for publication. "Official school publications" refers to material produced by students in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee.

6. There shall be no prior restraint of material prepared for official school publications except insofar as it violates this policy. MPS officials shall have the burden of showing justification without undue delay prior to a limitation of pupil expression under this policy. If the journalism staff adviser(s) consider material submitted for publication to violate this Policy, he or she will notify the student without undue delay and give specific reasons why the submitted material may not be published. The student should be given the opportunity to modify the material or appeal the decision of the journalism staff adviser to the Principal.

Buttons, Badges, and Other Insignia of Symbolic Expression

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

Use of Bulletin Boards

Students will be provided with bulletin boards, upon request and subject to availability, for use in posting student materials on campus locations convenient to student use. Where feasible, the location and quantity of such bulletin boards shall be by mutual agreement of student government representatives and MPS administration. Posted material must be in compliance with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech. Students may not post or distribute materials regarding the meetings of non-curricular student-initiated groups.

Organized Demonstrations

72

Students have the right to lawful organized on-campus demonstrations, subject to the provisions of this Policy and applicable law. Demonstrations that incite pupils to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or demonstrations that substantially disrupt the orderly operation of the school are prohibited.

No organized demonstrations by school groups may take place during school hours off the school campus unless sanctioned by school authorities and supervised by a designated school authority. No individual student may demonstrate in the name of the school or as an official school group at any time unless authorized by the school to participate in the activity.

Student Speeches

If a student is selected to speak at an MPS sponsored event, including but not limited to graduation or school assemblies, MPS has the right to review the pre-prepared speech to ensure that unprotected speech is not included. If unprotected speech is included, the student will be given the opportunity to revise the speech or deliver a modified speech. If not revised or removed, the student will not be permitted to speak at the MPS sponsored event.

Enforcement

1. The MPS school site Principal or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy.

2. Any student may appeal the decision of the MPS school site Principal or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five school days from the time the unsatisfactory decision was rendered.

3. The MPS school site administrator shall work with student government representatives in the development of these procedures. Student responsibilities shall be emphasized.

4. Students who are considering actions in the areas covered by this Policy should be informed of the possible consequences of their action under each specific circumstance.

5. This Policy does not prohibit or prevent the MPS Governing Board from adopting otherwise valid rules and regulations relating to oral communications by pupils upon the premises of each MPS school.

6. No MPS employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a pupil engaged in the conduct authorized under this Policy, or refusing to infringe upon conduct that is authorized under this Policy, the First Amendment

to the United States Constitution, or Section 2 of Article I of the California Constitution.

7. MPS shall not make or enforce a rule subjecting a student to disciplinary sanctions solely on the basis of conduct that is speech or other communication that, when engaged in outside of the campus, is protected from governmental restriction by the First Amendment to the United States Constitution or Section 2 of Article I of the California Constitution.

Jurisdiction

Jurisdiction – EC 44807

A student may be disciplined for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

Lost and Found

There will be a lost and found box in the school. If you find books, clothing, or personal items on school grounds, please bring the items to the school office. Items not picked up will be donated monthly.

Property Damage

Lost or Damaged Property – EC 48904

Parents or guardians may be held financially liable if their child willfully damages school property or fails to return school property loaned to the child. The school may further withhold the grades, diploma, and transcript of the pupil until restitution is paid.

MPS shall notify the parent or guardian of the pupil in writing of the pupil's alleged misconduct and provide the student with due process before withholding the pupil's grades, diploma, or transcripts pursuant to this subdivision. When the minor and parent are unable to pay for the damages, or to return the property, MPS shall provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the grades, diploma, and transcripts of the pupil shall be released.

Requirement of Parent/Guardian School Attendance

Requirement of Parent/Guardian School Attendance – EC 48900.1

Teachers may require the parent or guardian of a student who has been suspended by a teacher to attend a portion of that school day in his or her student's classroom. The attendance of the parent or guardian will be limited to the class from which the student was suspended. A written notice will be sent to the parent or guardian regarding

implementation of this requirement. Employers are not allowed to apply sanctions against the parent or guardian for this requirement if the parent or guardian has given reasonable notice to his/her employer.

Search of School Lockers

Search of School Lockers

School lockers remain the property of MPS even when assigned to students. The lockers are subject to search whenever the School finds a need to do so. The use of the school locker for other than school-related purposes is prohibited. Improper use of school lockers will result in loss of locker privileges.

- The lockers are school property; anything placed in them or brought to campus is subject to inspection at the discretion of the administration.

- Students are responsible for all items in their locker.

- Students may be provided with a lock or allowed to bring a lock for their lockers. Please check with the school administration for specifics.

Student Searches

The 4th Amendment of the United States Constitution protects individuals from unlawful searches. However, the law allows school officials to conduct searches of students and students' personal effects in certain circumstances:

1. If a student has engaged in conduct that causes an administrator to have reasonable suspicion that the student has committed, is about to commit, a crime or has violated statutory laws or school rules, the administrator may conduct a search of that student and/or the student's personal effects. The administrator must:
   - Be able to articulate the reason for his or her suspicion and the facts and/or circumstances surrounding a specific incident;
   - Be able to reasonably connect the student to a specific incident, crime or rule or statute violation;
   - Have relied on recent, credible information from personal knowledge and/or other eyewitnesses;
   - Ensure that a search based on reasonable suspicion is not excessively intrusive in light of the student's age and gender and the nature of the offense.
2. When conducting a student search based on reasonable suspicion, school officials must adhere to the following practices:
   - Conduct the search only if there are clear and specific reasons for suspicion and there are facts that connect the student to a specific incident of misconduct;

- Jackets, purses, pockets, backpacks, bags, and containers in the student's possession may be searched to the extent reasonably necessary;
- Under no conditions may a body or strip search be conducted;
- No search will involve the removing or arranging any or all of the clothing of a student to permit visual inspection of the underclothing, breast, buttocks, or genitalia of the student;
- Only school officials of the same sex as the student being searched may conduct the search;
- Searches based on reasonable suspicion must be conducted in the presence of at least one (1) adult witness whenever possible and in a private area where the search will not be visible to other students or staff (except for a school administrator or designee witness, also of the same sex).

3. Random Metal Detector Searches and Searches of Other Areas of the School:
   California courts and the California Attorney General's Office have approved the use of random metal detector searches for weapons. Random use of metal detectors is appropriate only if:
   - The method of selection of students to be searched is genuinely random;
   - Students selected to participate in random metal detector searches are selected without regard to personally identifiable characteristics such as race, gender, surname, group affiliation, or past history of misconduct (i.e., selection is random);
   - The searches are minimally intrusive;
   - Searches for concealed weapons in lockers are also conducted;
   - Although parents are advised in this Student/Parent Handbook of the possibility that their child may be searched, schools must send written communication to parents at the opening of the school year. This communication is also to be provided for all students enrolling after the school year has begun.

If, as a result of a metal detector search, *reasonable suspicion* arises that a particular student may have a weapon, school officials may conduct a search of that student, in a private area, in accordance with the above guidelines for reasonable suspicion searches.

A complete copy of the **"MPS Search and Seizure Policy"** is available for review on the school website and in the front office.

Student Conduct

Student Conduct – EC 51100

> MPS provides parents and guardians of students the right and the opportunity, as mutually supportive and respectful partners in the education of their children, to be informed in advance about school rules, including disciplinary rules and procedures, attendance policies, dress codes, and procedures for visiting the school.

Magnolia Public Schools Student Code of Conduct

MPS is committed to excellence in academic instruction and in cooperating with parents/guardians to teach students the behaviors and skills that support social and emotional successes throughout life. To accomplish this goal, MPS is taking a proactive approach to teaching social skills as a significant component of the educational program. The curriculum includes teaching of the behaviors necessary for effective and satisfying social interaction in school, on field trips, in the community, and at home.

Uniform and Personal Appearance

The uniform policy at MPS helps create a safe and orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are required to arrive in uniform every day except for "free dress days".

All MPS students are required to wear the school uniform at all times including during the afterschool tutoring/activities. Refer to the "MPS Student Uniform Policy" in this Handbook.

Expected Student Behavior

Students should always remember that their behavior and actions at school and at school-sponsored activities are a reflection not only of themselves, but also of the school. The following is a guideline of what expected from an MPS student:

Breakfast/Lunch Time:

Students must:

- Proceed to the eating area as instructed by MPS staff.

- Eat and finish their breakfast/lunch in the assigned area. No food should be eaten outside the designated areas unless authorized by a school administrator.

- Wait patiently for their food and follow the direction of the adults on duty.

- Clean up after themselves and dispose of their trash in the appropriate area.

- Remember that they are not allowed inside the school building(s) without a pass.

- Be safe and carry a pass that is given to them by a school staff member and are not allowed to be in spaces that are not supervised by school personnel.

On Campus:

Students must:

- Stay in designated areas on-campus.

- Be courteous and respectful at all times to everyone.

- Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.

- Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones **only** in the designated area after school. Phones should not be used during after school programs, such as tutoring and clubs, unless directly authorized and supervised by authorized personnel.

- Remember that any personal electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.

- Remember that gum chewing is not allowed anywhere on campus.

- Never ride bicycles, use roller blades or skateboards on campus. Check with the school office regarding proper storage during the school day.

- Not leave campus without permission during school hours (except students in 7-12 grade who are being excused to receive confidential medical services without parental permission). (See Off-campus Lunch policy for high school students.)

- Not use matches, lighters, or any type of explosive incendiary device on campus.

- Remember that no personal electronic devices may be visible or used on the campus grounds.

- Be safe and are not allowed to loiter in hallways or be unsupervised by school staff.

Assemblies:

Students must:

- Be courteous and quiet during the entire assembly.

- Be respectful to the presenter/speaker.

- Be safe by following all the teacher/ staff directions upon entry, during and while exiting assembly or school wide event.

Field Trips:

Students must:

- Be on their best behavior.

- Pay attention to the directives given by the moderator and trip leader.

- Follow all school rules pertaining to behavior.

- Wear MPS uniform unless authorized by administration.

Public areas: Hallways, Lunchroom & Restrooms:

Hallways, Lunchroom and Restrooms are areas used by all members of School. Students must:

- Use the halls, lunchroom, or restrooms only as needed and then move on to class.

- Eat only in the cafeteria or other designated area.

- Leave gum at home; chewing gum is strictly prohibited anywhere on campus.

- Maintain orderly conduct always; walk in the halls, lunchroom, or restrooms.

- Keep in mind that profanity and vulgar language at any level is unacceptable and is strictly prohibited in all areas and at school functions at all times.

- Limit excessive noise such as yelling, screaming or banging lockers while in these areas.

- Help keep the school clean by picking up after yourself and putting your belongings in their proper place.

- Respect others personal space and keep your hands to yourself even in play.

- Have a pass to be in the above areas during class time and after school.

- Keep in mind that vandalism, littering, or graffiti in the school is prohibited and should be reported as this reflects poorly on everyone.

- Refrain from lewd or otherwise inappropriate displays of affection.

- Bring only plastic and paper containers to school; all glass containers are prohibited on campus and will be confiscated.

- Be responsible and report any leaks, spills, or other problems in the bathroom to a teacher or the office.

- Be responsible for cleaning up after yourself, including the disposing of or the recycling of garbage.

- Have a hall pass if you are outside of the classroom during class time.

- Not visit with friends or interrupt another classroom.

- Not misuse the hall pass as it will result in loss of the hall pass privilege.

- Get a referral from your teacher before you go to the office. Do not use the hall pass.

Emergency Drills:

Fire drills, lockdowns, and evacuation drills are conducted periodically for everyone's protection and are required by law. During these drills it is imperative that students remain silent, follow instructions given by the staff, and carry out all directions in an orderly fashion.

Classroom:
Students must: - Be seated and ready to begin their assignment when the bell rings. - Be courteous to all teachers and students. - Follow all school and classroom rules. - Bring all necessary materials/supplies ready to work daily. - Be Safe by respecting others' personal space and boundaries.
Classroom Procedures and Consequences:
Please check the teacher's syllabus for specific consequences which may include: 1. In-class warning 2. Student-Teacher Conference 3. Reflection/Parental Notification 4. Parent Conference 5. Office Referral & Administrative Disciplinary Procedures

SIS Behavior Records

Student behavior will be recorded on the SIS, Infinite Campus, and students will receive the following rewards or consequences based on their behavior entries.

Note: The following tables are for sample purposes only. Each individual MPS school may include amendments into the SIS behavior points, rewards, and consequences addressing local needs.

Positive Rewards:
- Contact parent/guardian - Lunch speed pass - Treat - One day free dress (pass will be given) - Extended lunch period

76

• Two-day free dress (pass will be given)
• VIP breakfast
• Entered in a raffle
• Free dress – every Friday for one   month (pass will be given)
• VIP lunch and "Race to the Top"
Negative Consequences:
• Contact parent/guardian
• Loss of privileges
• Parent/guardian conference
• Behavior plan and lunch reflection
• Shadowed by parent/guardian for a day and one hour after school reflection
• Student improvement team
• Pending Reflection Committee outcome
• Reflective hearing with Reflection Committee, parent/guardian and student

Multi-Tiered System of Response to Behavior

MPS maintains as a priority reinforcing positive behavior through intervention supports. Should students continue to make poor choices the administration team and school staff will create a plan with the parent/guardian to decrease unwanted behaviors and reinforce desired behaviors. Students and guardians have access to the school SIS as a means of staying informed on student progress. The student, family and school connection is part of the Positive Behavioral Interventions & Supports (PBIS) model for our learning community and it takes collaboration with all educational partners.

All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of Rights, and applicable case law, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, reflection, to emergency removal from a school activity, suspension, expulsion, and referral to appropriate law enforcement agencies.

MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted that MPS reserves the right to discipline any act that has a nexus with MPS or the school community and causes a substantial disruption to the normal operation of the School. In other words, MPS may discipline behavior at school or at a school-related or school-sponsored function or any activity or any act that

causes a substantial disruption on the school environment or that is performed with/on/by/via school equipment or school property. MPS respects and observes the rights of student to lawful student expression, as outlined in the "MPS Student Freedom of Speech/Expression Policy" available in the office of each MPS school.

The following charts and tables delineate unacceptable types of behavior in three levels and possible interventions as part of MPS' system of response to behavior.

Multi-Tiered System of Response to Behavior

- Targeted/Intensive -

High-Risk Behaviors

Individual Interventions

See Categorical Offenses

TIER 3
SUPPORTS
(For FEW)

Depth of Layered
Interventions

- Selected -

At-Risk Behaviors

*Small Groups and
Individual Strategies*

TIER 2
SUPPORTS
(For SOME)

TIER 1
SUPPORTS
(For ALL)

- Universal -
All Students
School-wide & Class-wide Systems of Support

TIER 1 SUPPORTS (For ALL)
- *Universal* -

Examples of Classroom, Support, and Teacher-Led Responses

These interventions are designed to teach appropriate behavior so that students may contribute to the learning community within the classroom environment. Teachers are encouraged to try a variety of instructional and classroom management strategies to support all learners.

Level 1 Infractions	Interventions
• Invading personal space • Antagonizing others • Violation of school/class rules • Horseplaying • Violating off-limits/restricted area • Habitually tardy and/or not being in assigned location • Disrupting the learning environment/Off task • Littering • Not having proper materials, supplies, and/or equipment for class participation • Inappropriate use of electronic devices • Dress code violation • Inappropriate language/actions (hurtful, vulgar, gossip, etc.) • Passive participation in hurtful acts/words against others • Lewd or inappropriate displays of affection • Refusing to cooperate and comply with school rules/personnel	✓ School-wide PBIS ✓ Social-emotional learning program ✓ Proactive classroom management ✓ Regular, preemptive communication with families ✓ Classroom incentives ✓ Seating, assignment, behavioral accommodations ✓ Conferencing with student(s) and parents ✓ Verbal correction and redirection ✓ Reminders, role-play, daily progress sheet ✓ Loss of classroom privileges ✓ Written and/or verbal reflection

TIER 2 SUPPORTS (For SOME) TIER 1

- Selected -

Examples of Support, Removal and Administrative Responses

These responses engage the students' support system to ensure successful learning and to alter conditions that are inappropriate or disruptive.

Level 2 Infractions	Interventions
• Using/possessing tobacco and/or lighter	✓ Behavioral contract
• Violating traffic or safety regulations	✓ Self-monitoring
• Encouraging other students to violate school rules	✓ School-home communication
• Leaving school and/or school bus without permission	✓ Adult or peer mentorship
• Fighting and/or arranging altercations	✓ Utilize check-in and check-out system
• Using objects inappropriately (i.e., the use of an object to harm others or damage property)	✓ Intensive academic and/or social support
• Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting)	✓ Reflection (lunch, after school, Saturday, etc.)
• Defacing and/or vandalism of school property	✓ Refer student to SSPT
• Plagiarism/academic dishonesty	✓ Loss of privileges
• Leaving school or classroom without permission (truancy)	✓ Counseling
• Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.)	✓ Temporary removal from class
• Stealing and/or possessing stolen property	✓ Extended school day
• Failure to attend to/complete assigned restorative action	✓ Suspension and/or expulsion
• Gambling or Extortion	
• Habitual violations of school/class rules	
• Forgery of signatures	
• Sexually explicit behavior	
• Planning and/or arranging actions with malicious intent	
• Writing or drawing obscene /profane language/pictures	
• Harassment (i.e., physical, verbal, and sexual)	
• Bullying/cyberbullying	
• Violation of personal boundaries	
• Refusing to cooperate and comply with school rules/personnel	

- Targeted/Intensive -

**Examples of Support, Removal and
School Site Administrators and Home Office Responses**

These responses address serious behavior and potential implications
for future harm. They promote safety of the school community and
should be used in a progressive fashion.

See Categorical Offenses

Level 3 Infractions	Interventions
• Physically assaulting with serious bodily injury • Conduct or habits injurious to others (peers/authority) • Using/possessing controlled and/or dangerous substances and/or paraphernalia • Bullying (harassing, intimidating, cyberbullying) • Fighting and/or arranging altercations • Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law • Harassment (i.e., physical, verbal, and sexual) • Arson, attempting to commit arson and/or possession of explosives/fireworks (i.e., smoke bombs, sink bombs, etc.) • Causing a false fire alarm • Making a bomb/explosive threat • Encouraging other students to violate school rules • Student hazing • Using gang and/or secret society symbols/acts • Inappropriate use of electronic devices • Public displays of sexually explicit behavior • Defacing and/or vandalism of school property • Gambling • Habitual violations of school/class rules • Forgery of signatures • Stealing and/or possessing stolen property • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.) • Sexual explicit behavior, Lewd Conduct, Writing or drawing obscene /profane language/pictures	✓ All Tier 1 and Tier 2 interventions ✓ FBA-based behavior intervention plans ✓ Teaching replacement behavior ✓ Home and community supports ✓ Self-management program ✓ Restricted access ✓ In-school reflection and/or suspension ✓ Short-term out-of-school suspension ✓ Extended out-of-school suspension ✓ Request for alternate educational setting ✓ Suspension and/or expulsion

Infractions Explained

See also the Enumerated Offenses and applicable procedures listed in **"Suspension and Expulsion Procedures"** below.

Assaulting, Fighting and/or Arranging Fights

School is not a place to arrange fights, whether those fights take place on or off school grounds. Any fight and/or attempting to fight will involve disciplining all students involved.

Bringing / Using Electronic Devices

CD players, IPOD, MP3 players, phones, PDA, PSP, laptops, smart watches, electronic games, and/or similar devices are not allowed to be used at school. They disrupt classes and distract others from learning. If you choose to bring them for use outside of school, it is at your own discretion. MPS assumes no liability for any damaged, destroyed, lost, stolen, misplaced or otherwise compromised electronic device brought onto MPS property.

Scholastic Dishonesty/Plagiarism

Scholastic dishonesty includes (but is not limited to) plagiarism, cheating on tests, and/or any other types of deception to obtain credit without effort. Scholastic dishonesty is unacceptable conduct. As a consequence, student will receive a failing grade on the assignment/test, and all other possible corrective strategies listed under the RTI table above will apply as well.

Texting/Sexting

Sexting can be defined as the act of sending sexually explicit messages or photographs electronically, primarily between mobile phones and/or any other communication devices.

Disrupting Learning

Disrupting learning includes any behavior that prevents other students from learning. It may include but is not limited to inappropriate language, eating or drinking during class against teachers' classroom rules, chewing gum, insubordination and/or selling or trading personal possessions to other students.

Horseplay

Rough or boisterous play including but not limited to shoving, play fighting, kicking, name calling, teasing, pushing/pulling on a student and shoulder bumps.

Violating Uniform Policy

A student's dress and appearance shall conform to the specific uniform and appearance limitations described in this handbook.

Possession or Use of Drugs and/or Alcohol and the Sale or Intention to Sell Drugs and/or Alcohol

Use of drugs or alcohol means a student knowingly possesses, consumes, uses, handles, gives, stores, conceals, offers to sell, sells, transmits, acquires, buys, represents, makes, applies, or is under the influence of any narcotic drug, hallucinogen, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcohol, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters.

The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look-alike drugs is prohibited everywhere on school grounds, at all school activities, and on all school transportation (drug free zone 1000 feet radius). Backpacks, gym bags, coats, and/or any other containers might be searched by Administration and/or Law Enforcement if they suspect the presence of such items.

False Fire Alarms

Issuing a false fire alarm is a violation of State law. Making false 911 calls is also violation of the State Law.

Forgery of Signatures

Any attempt by a student to sign a teacher's, administrator's, parent/guardian's, and/or another student's name to any school document will be considered forgery.

Vulgarity, Profanity and Obscenity

Any gesture or material of this nature is not permitted at school or school functions.

Bullying & Cyber Bullying

Bullying is not permitted at MPS. In addition, MPS will not tolerate unlawful intimidation and bullying due to actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationalist, race or

MPS Student/Parent Handbook   2022-23

ethnicity, religion, sex, sexual orientation, or a person's association with a person, or group, with or more of these actual or perceived characteristics. Each student deserves an equal opportunity to obtain an education without dealing with the negative pressures of peers. Bullying consists of any of the following: pushing, shoving, hitting, and spitting, name calling, picking on, making fun of, laughing at, and excluding someone physically or via social media or electronic communications.

Bullying causes pain and stress to those who are victims and is never justified or excusable as "kids being kids", "just teasing", "joking", "playing around" or any other rationalization. This includes the use of social media for wrongful purposes.

Each MPS student agrees to:

- Value student differences and treat others with respect.
- Not become involved in bullying incidents or be a bully.

Harassment of Students, Teachers, Administrators, Staff, or Volunteers

Harassment means making unwelcome advances or any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment. Harassment is a violation of Federal Law and is contrary to the School Board's commitment to provide a physically and psychologically safe environment in which to learn. See also the "Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy."

Behaving Disrespectfully towards Teachers or Staff

Disrespect (i.e., arguing, talking back, etc.) and insubordination (failure to comply with directives) toward any member of the faculty or staff will not be tolerated. Profanity, either spoken or written is considered a form of disrespect.

Student Hazing

Hazing is defined as doing any act or coercing another person for initiation into any organization that causes or creates a substantial risk or causes mental or physical harm. Permission, consent or assumption of the risk by an individual subjected to hazing does not lessen the prohibition contained in this policy. Hazing may carry heavy legal consequences.

Smoking or Use of Other Tobacco Products

Possession of tobacco products in any part of the school (drug free zone 1000 feet radius) or on the student is prohibited under this policy. This includes cigarettes, e-cigarettes, vaporizers, cigars, herbs, and smokeless tobacco. Backpacks, gym bags, coats, and/or any other containers might be searched if the presence of such items is suspected.

Stealing and/or Vandalizing School/Private Property & Graffiti

This means to cause or attempt to cause damage to private property, stealing or attempting to steal private property either on school grounds or during school activities, functions or events. Students and their parents or guardians will be held responsible for any theft/vandalism/graffiti (including graffiti tools such as permanent markers) that the student commits. Theft or vandalism of school property carries heavy legal penalties.

No permanent markers or aerosol cans are allowed at school.

Displaying Threatening Behavior

Threatening behavior includes: verbal threats, both face to face and over electronic media (phone and/or computers), non-verbal threats ("hard" stares, gestures), willfully causing or attempting to cause physical injury to another person, causing or attempt to cause any student, teacher, administrator, or staff member to feel frightened or intimidated.

Dangerous Objects

Often, students like to bring objects, such as a collector's item, to school to show their friends. Examples of these objects include, but are not limited to, laser pointers, mini baseball bats, martial arts weapons (e.g., nunchaku, throwing stars), or any other sharp, pointy objects. Students should refrain from bringing objects that have the potential to inflict serious bodily injury to others.

Bringing Weapon to School

A weapon includes, but is not limited to, conventional objects like guns, pellet guns, knives, smoke bombs, fireworks, club of any type, mace, tear gas, or other chemicals. This may also include any toy that is presented as a real weapon. It also includes objects converted from their original use to threaten or injure another. The Administration reserves the right to all final decisions regarding the definition of a weapon. Backpacks, gym bags, coats, and/or any other containers might be

83

searched by administration or law enforcement if they suspect the presence of such items.

If you are aware of a weapon /drugs/alcohol on campus and do not inform school staff, you will be subject to disciplinary actions and serve consequences.

Possession or Use of Fireworks
Using or possessing any amusement device, smoke bomb, stink bomb, etc.

Gang and Secret Society Symbols
Disruption and/or intimidation caused by the wearing of any type of clothing, accessories, hair style, or by writing of any signs identified as or associated with gangs. No gang activity or gang association will be permitted at school or school sponsored activities. Gang symbols on notebooks, lockers, book bags, etc. are not permitted and will be documented. Students may not promise to become or be members of a gang, secret society, illegal club, sorority or fraternity.

Arson
Intentionally starting any fire or combustion on school property.

Public Display of Affection
Public displays of affection are not allowed.

Provoking/Intimidating Behavior Encouraging or Urging Other Students to Violate School Rules
Any student who, by means of provocation, intimidation, encouragement, request, or other means of promotion, induces or attempts to induce another student to violate a MPS school rule shall be subject to discipline.

Students with an IEP

If a student has an IEP, that IEP and any applicable behavior plan shall be followed, accordingly to state and federal law. If the behavior(s) worsens or the frequency increases, the student's IEP team may meet to review the plan and its implementation, and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved.

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See also the **"Suspension and Expulsion Procedures,"** below, for more information.

Suspension and Expulsion Policy and Procedures

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at Magnolia Public Schools ("MPS" or "Charter School"). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws

84

including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, reflection during and after school hours, use of alternative educational environments, suspension and expulsion.

Positive Behavioral Interventions & Supports (PBIS)

Positive Consequences:

MPS school staff has committed itself to encouraging and supporting the attainment of academic skills as well as social skills, such as listening, friendship-making, problem solving, and alternatives to aggression. To inspire and encourage students to develop their potential in all of these areas, the following reinforcements will be used for positive behavior:

- Individual awards/recognition
- Classroom awards/recognition
- Certificates
- Displays
- Positive contact with parent/guardian
- Special activities (field trips, movie nights, picnics, etc.)

- Publications
- Assemblies
- Positive SIS points

Positive student behavior and improvements will be acknowledged and encouraged by the MPS staff. Teachers will not only report discipline issues on the school information system, but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

Alternatives to Suspension and/or Expulsion

To intervene in student behavior, MPS has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent/Student handbook. The handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve high academic and behavior standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion.

MPS believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following are list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative reflection, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SSPT, Dean /Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

Reflection:
Reflection will be held on assigned day either during the lunch period or after school for up to 60 minutes. Students will have at least one (1) day notice that they must serve a reflection that is longer than twenty (20) minutes in order to make arrangements to be picked up from school. Parents may request in person a delay of the reflection; no phone calls or notes will be accepted for this request.

In School Suspension (ISS):
Notice of In School Suspension (ISS) and the reasons for the ISS will be given to the student and the parent in writing. The student will remain on campus during school hours in a designated area not in their regular class setting. The student will have no or limited social distractions while serving an ISS. Student is expected to complete their classroom assignments and school community service during ISS.

85

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. **Discretionary Suspension Offenses:** Students may be suspended when it is determined the student:

    a) Caused, attempted to cause, or threatened to cause physical injury to another person.

    b) Willfully used force or violence upon the person of another, except self-defense.

    c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

    d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

    e) Committed or attempted to commit robbery or extortion.

    f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

    g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

    h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

    i) Committed an obscene act or engaged in habitual profanity or vulgarity.

    j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

    k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 4-12, inclusive.

    l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

    m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

    n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

    o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

    p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

    q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the

specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of

students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

   ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

   iii. Causing a reasonable student to experience substantial interference with their academic performance.

   iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

   i. A message, text, sound, video, or image.

   ii. A post on a social network Internet Web site including, but not limited to:

     (a) Posting to or creating a burn page. A "burn

87

page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another

student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. **Non-Discretionary Suspension Offenses:** Students must be suspended and recommended for expulsion when it is determined the student:

   a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

   b) Brandishing a knife at another person.

   c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

   d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

3. **Discretionary Expellable Offenses:** Students may be recommended for expulsion when it is determined the student:

   a) Caused, attempted to cause, or threatened to cause physical injury to another person.

   b) Willfully used force or violence upon the person of another, except self-defense.

   c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

   d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace

89

resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

   ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

   iii. Causing a reasonable student to experience substantial interference with their academic performance.

   iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

90

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

    i.   A message, text, sound, video, or image.

    ii.   A post on a social network Internet Web site including, but not limited to:

        (a)   Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

        (b)   Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

        (c)   Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

    iii.   An act of cyber sexual bullying.

        (a)   For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

        (b)   For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves

athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

4. **Non-Discretionary Expellable Offenses:** Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4..

If it is determined by the Administrative Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. **Conference**

   Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

   The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

   At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence

92

in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. **Notice to Parents/Guardians**

    At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. **Suspension Time Limits/Recommendation for Expulsion**

    Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

    This determination will be made by the Principal or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. **Homework Assignments During Suspension**

In accordance with Education Code Section 48913.5, upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 48913.5(b), if a homework assignment that is requested pursuant to Section 48913.5(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

5. **Suspension Appeals**

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made in writing to the Principal and heard by a Reflection Committee. The Reflection Committee is an advisory committee to the Principal, trained quarterly in restorative practices and PBIS, and will comprise of at least one school administrator (serves as procedural advisor), and at least two teachers, and may also include a non-certificated employee. All Reflection Committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the Reflection Committee is final and will be delivered to the parent/guardian in a written response. Based on the information submitted or requested, the Reflection Committee may make one of the following decisions regarding the suspension:

*   Uphold the suspension
*   Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record or shared with anyone not directly involved in the proceedings.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the Student nor a member of the Charter School Board of Directors. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

It is preferable for the Administrative Panel members to have

experience in education law and student discipline. Typical Administrative Panel members include teachers, school administrators and Home Office Chiefs/Directors. The Home Office will coordinate all administrators and teachers who serve on the Reflection Committee at their school sites to be "on call" for a particular month should their presence be needed at an Administrative Panel hearing. The Administrative Panel may expel any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing.

2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.

3. A copy of MPS' disciplinary rules which relate to the alleged violation.

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.

5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.

6. The right to inspect and obtain copies of all documents to be used at the hearing.

7. The opportunity to confront and question all witnesses who testify at the hearing.

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

MPS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the

witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) calendar days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.

2. MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be

excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to their previous educational program.

The Administrative Panel may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Administrative Panel. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Administrative Panel may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Administrative Panel revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Administrative Panel shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Administrative Panel shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Principal or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student

2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with MPS

3. The reinstatement eligibility review date; a copy of the rehabilitation plan; the type of educational placement during the period of expulsion, and notice of appeal rights/procedures

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

K. Disciplinary Records

MPS shall maintain records of all student suspensions and expulsions at MPS. Such records shall be made available to the authorizer upon request.

95

L. Expulsion Appeals

In order to appeal an expulsion, the student/parent/guardian must submit a written appeal to the CEO of MPS outlining the reason for the appeal, attaching any supporting documentation, within ten (10) calendar days of being informed of the expulsion.

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within fifteen (15) working days of receipt of a timely written request for an appeal. *(This timeline supersedes the timeline statement in the charter petition if different.)*

At the hearing on the appeal, the student shall have the right to present evidence. The Board will consider evidence and/or testimony as appropriate and will render a written decision that shall be in the best interest of the student and MPS. That decision shall be final.

M. Interim Placement

MPS shall be responsible for the appropriate interim placement of students during and pending the completion of the MPS's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

MPS shall work with the District for an interim placement or other alternative program. Should MPS determine after the referral that the student will remain at MPS pending the expulsion hearing based on the best interest of the student, or if MPS secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, MPS will notify the District of such determination.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision

regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA/District

The Charter School shall immediately notify the SELPA/District and coordinate the procedures in this policy with the SELPA/ District of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the

placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

    a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

    b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

    a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

    b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

    c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

    a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

    b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a

controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent/guardian has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

98

Professional Boundaries, Abuse, & Neglect

Child Abuse and Neglect Reporting

Child Abuse and Neglect Reporting – PC 11164 et seq.

MPS is committed to protecting all students in its care. All employees of MPS are considered mandated reporters, required by law to report cases of child abuse and neglect whenever there is reasonable suspicion abuse or neglect has occurred to a child protective agency (i.e., Police or Sheriff's Department, County Probation Department, or County Welfare Department/County Child Protective Services) immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. MPS employees may not investigate to confirm a suspicion.

Both the name of the person filing the complaint and the report itself are confidential and cannot be disclosed except to authorized agencies.

Parents and guardians of students also have a right to file a complaint against a school employee or other person that they suspect has engaged in abuse of a child at a school site. Complaints may be filed with a child protective agency; you may also notify the School of an incident by contacting the school office.

Child abuse does <u>not</u> include an injury caused by any force that is reasonable and necessary for a person employed by or engaged in a school:

1. To stop a disturbance threatening physical injury to people or damage to property;

2. For purposes of self-defense;

3. To obtain possession of weapons or other dangerous objects within control of a student;

4. To exercise the degree of control reasonably necessary to maintain order, protect property, protect the health and safety of pupils, and maintain proper and appropriate conditions conducive to learning.

Megan's Law

Megan's Law – PC 290 et seq.

Information about registered sex offenders in California can be found on the California Department of Justice's website, http://meganslaw.ca.gov/. The website also provides information on how to protect yourself and your family, facts about sex offenders, frequently asked questions, and sex offender registration requirements in California.

Professional Boundaries: Staff/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee

behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

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

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

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;

- Preventing a pupil from committing an act of vandalism;

- Defending yourself from physical injury or assault by a student;

- Forcing a pupil to give up a weapon or dangerous object;

- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;

- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;

- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;

- Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior:

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

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my

99

family or colleagues, including someone from my HR Department, were standing next to me?"

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

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

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

Duty to Report Suspected Misconduct

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

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy):

- Giving gifts to an individual student that are of a personal and intimate nature;

- Kissing of any kind;

- Any type of unnecessary physical contact with a student in a private situation;

- Intentionally being alone with a student away from the school;

- Making or participating in sexually inappropriate comments;

- Sexual jokes;

- Seeking emotional involvement with a student for your benefit;

- Listening to or telling stories that are sexually oriented;

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

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

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission:

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

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

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

- Allowing students in your home.

Cautionary Staff/Student Behaviors:

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

- Remarks about the physical attributes or development of anyone;

- Excessive attention toward a particular student;

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

Acceptable and Recommended Staff/Student Behaviors:

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

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

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

- Keeping the door open when alone with a student;

- Keeping reasonable space between the employee and the student;

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

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

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

MPS Student/Parent Handbook   2022-23

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

- Involving a supervisor if a conflict arises with a student;

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

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

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

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

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

- Giving students praise and recognition without touching them;

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

- Keeping professional conduct a high priority.

Sexual Abuse and Sex Trafficking Prevention

Sexual Abuse and Sex Trafficking Prevention – EC 51950

At MPS, our number one priority is the safety of our students and we are committed to sharing the latest information and resources with our families. Below you will find information and resources around the topic of human trafficking as part of SB-1104 Pupil Safety: Human Trafficking Prevention Resources:

http://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180SB1104

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. Charter School believes it is a priority to inform our students about (1) prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social medial and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available at the school office for your convenience. Your consent for this instruction is NOT required. If we do not

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receive a written request to excuse your child, your child will be included in the instruction.

Additional Resources

- Human Trafficking in America's Schools

  https://safesupportivelearning.ed.gov/human-trafficking-americas-schools

- Tools that Teach: What is Human Trafficking? *(This link will also be available on the school website)*

  https://www.dhs.gov/blue-campaign/tools

- The National Child Traumatic Stress Network

  https://www.nctsn.org/

If you have any questions regarding access to resources, please feel free to reach out to the school office.

101

MPS Student/Parent Handbook   2022-23

ENGAGING EDUCATIONAL PARTNERS & COMPLAINT PROCEDURES

Engaging Educational Partners

Charter Schools: Pupil Admissions

Charter Schools: Pupil Admissions

MPS encourages the participation of parents for increased parental involvement, but it is not a requirement for acceptance to, or continued enrollment at, the Charter School.

Parent Participation in School Meetings and Conferences

Parent Participation in School Meetings and Conferences – LC 230.8

Parents may fear discrimination in hiring or discharge by an employer if they take time off work to attend school meetings. The following labor code indicates that parents have time allowed for these purposes.

If the parent's employer has 25 or more employees, the parent must be allowed to attend school meetings and events for your children, up to a maximum of 40 hours each year without discrimination or fear of job loss. Purposes to attend child-related activities include: enrollment in grades 1-12, to address child care or school emergency, behavior or discipline problem that requires immediate parent attention, sudden school closure, or natural disaster. ("Parent" means a parent, guardian, stepparent, foster parent, or grandparent of, or a person who stands in.) If an employer discharges, threatens to discharge, demotes, suspends or otherwise discriminates against the parent, the employee may be entitled to reinstatement and reimbursement for lost income or benefits. See Labor Code for more details.

Rights and Responsibilities

Rights of Parents and Guardians to Information

The parents and guardians of pupils enrolled in public schools have the right and should have the opportunity, as mutually supportive and respectful partners in the education of their children within the public schools, to be informed by the school, and to participate in the education of their children, as follows:

(1) Within a reasonable period of time after making the request, to observe their child's classroom(s).

(2) Within a reasonable time of their request, to meet with their child's teacher(s) and the principal.

(3) To volunteer their time and resources for the improvement of school facilities and school programs under the supervision of district employees, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher.

(4) To be notified on a timely basis if their child is absent from school without permission.

(5) To receive the results of their child's performance on standardized tests and statewide tests and information on the performance of their child's school on standardized statewide tests.

(6) To request a particular school for their child, and to receive a response from the school district.

(7) To have a school environment for their child that is safe and supportive of learning.

(8) To examine the curriculum materials of their child's class(es).

(9) To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child.

(10) To have access to the school records of their child.

(11) To receive information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish.

(12) To be informed in advance about school rules, including disciplinary rules and procedures, attendance policies, dress codes, and procedures for visiting the school.

(13) To receive information about any psychological testing the school does involving their child and to deny permission to give the test.

(14) To participate as a member of a parent advisory committee, schoolsite council, or site-based management leadership team.

(15) To question anything in their child's record that the parent feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school.

(16) To be notified, as early in the school year as practicable, if their child is identified as being at risk of retention and of their right to consult with school personnel responsible for a decision to promote or retain their child and to appeal a decision to retain or promote their child.

School Accountability Report Card (SARC)

School Accountability Report Cards (SARC) are posted on the school website as well as at: https://sarconline.org/. The physical copy of the most recent SARC document is available to review for all of our educational partners in the school office. MPS SARC is updated before February 1 of each year.

102

School Parent and Family Engagement Policy

I. Introduction

Research has shown that the attitudes, behavior and achievement of children are enhanced when parents* or other caregivers are involved in their children's education. To that end, the Magnolia Public Schools ("MPS," the "LEA" or "School") has adopted this parent and family engagement policy in order to promote learning and provide a more positive learning experience for our students. This policy has also been submitted to the California Department of Education with the School's Consolidated Application.

Within this policy, the word "parent" is employed. This word is intended to reach any caregiver of students enrolled in the school, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc.

II. Engagement in Drafting the LEA/School Plans

Parents will be engaged in the development of all school plans, including, but not limited to, the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum, the Single Plan for Student Achievement (SPSA)*, and WASC Self-Study.

State law provides that single school districts and charter schools may utilize the LCAP to serve as the SPSA, provided that the LCAP meets federal school planning requirements and relevant educational partners requirements for LCAPs under state law. Charter schools and single school districts may use the LCAP planning process to meet the planning requirements of the LCAP and the SPSA. In doing so, they may utilize the LCAP educational partners engagement requirements. MPS chooses to utilize the LCAP to serve as the SPSA. MPS will utilize our Parent Advisory Committee (PAC) in developing the LCAP.

On an annual basis, the LEA will submit California Department of Education ("CDE")–required plans to the PAC for review and suggested changes before appropriate plans are submitted to the authorizers and the CDE. In addition, all parents of participating children will annually be invited to review the LCAP, the LCAP Federal Addendum, and if applicable, the SPSA, and submit comments. If the plans are not satisfactory to the parents of participating children, the LEA will submit any comments from parents of participating children with the plans when it is submitted to the authorizers and the CDE.

III. Engagement in School Review and Improvement

All parents will be engaged, to the extent applicable, in the process of school review and improvement. This includes disseminating the results of the local annual review of each school served under Title I, Part A to parents.

In addition, the parents of participating children will be invited to annually review the effectiveness of the parent and family engagement policy and other Title I, Part A activities and provide comments to the School.

Identification of a school for improvement:

- A school that has been identified for CSI, TSI, ATSI, or an eligible school operating a SWP shall develop a comprehensive plan, to be consolidated into a single plan, known as the SPSA in California, pursuant to section 64001(a) of the California Education Code. **MPS chooses to utilize the LCAP to serve as the SPSA.**

- The LCAP, serving as SPSA, shall be developed with the engagement of parents and other members of the community to be served; individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, students (in secondary schools), and other individuals determined by the school.

- The LCAP, serving as SPSA, shall remain in effect for the duration of the school's participation under this part and shall be regularly monitored and revised as necessary based on student needs.

- The LCAP, serving as SPSA, shall be available to the LEA, parents, and the public, and the information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

- The LCAP, serving as the SPSA, shall be based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the LEA.

  o The comprehensive needs assessment shall include an analysis of verifiable data, consistent with all state priorities and informed by all indicators.

- The LCAP, serving as the SPSA, shall include a description of methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, help provide an enriched and accelerated curriculum, address the needs of all children in the school, particularly the needs of those at risk of not meeting the challenging state academic standards, and provide opportunities for all children to meet the challenging state academic standards.

- The LCAP, serving as the SPSA, shall include goals set to improve pupil outcomes, including addressing the needs of pupil groups as identified through the needs assessment.

- The LCAP, serving as the SPSA, shall include evidence-based strategies, actions, or services.

- The LCAP, serving as the SPSA, shall include proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA, to address the findings of the needs assessment.

(If applicable) Comprehensive Support and Improvement (CSI):

- Upon receiving notification from the state of identification for CSI, the School shall, in partnership with ==educational partners== (including the principal and other school leaders, teachers, and parents), locally develop and implement a CSI plan for the school to improve student outcomes.

- The plan shall be informed by all indicators described in subsection 1111(c)(4)(B) of the ESEA, as amended by the ESSA, including student performance against state-determined long-term goals.

- The plan shall include evidence-based interventions.

- The plan shall be based on a school-level needs assessment.

- The plan shall identify resource inequities, which may include a review of LEA/school-level budgeting, to be addressed through implementation of such plan.

(If applicable) Targeted Support and Improvement (TSI):

- Upon receiving notification from the state of identification for TSI, the School shall, in partnership with ==educational partners== (including the principal and other school leaders, teachers, and parents), locally develop and implement a TSI plan for the school to improve student outcomes based on the indicators in the statewide accountability system established under subsection 1111(c)(4) of the ESEA, as amended by the ESSA, for each subgroup of students that was the subject of notification.

- The plan shall be informed by all indicators described in subsection 1111(c)(4)(B) of the ESEA, as amended by the ESSA, including student performance against long-term goals.

- The plan shall include evidence-based interventions.

- The plan shall be approved by the LEA prior to implementation of such plan.

- Upon submission and implementation, the plan shall be monitored by the LEA.

- The plan shall result in additional action following unsuccessful implementation of such plan after a number of years determined by the LEA.

(If applicable) Additional Targeted Support and Improvement (ATSI):

- Schools are eligible for ATSI if they are among schools eligible for TSI and if any student group at the school, on its own, meets the criteria for the lowest-performing five percent of Title I schools for CSI.

- A school identified for ATSI shall identify resource inequities, which may include a review of LEA/school-level budgeting, which will be addressed through implementation of its plan.

(If applicable) Targeted Assistance School Program (TAS):

- To assist targeted assistance schools (TAS) and LEAs to meet their responsibility to provide for all their students served under this part the opportunity to meet the challenging state academic standards, each targeted assistance program shall carry out the following requirements:

- The TAS program shall determine which students will be served according to the guidelines in section 1115(c) of the ESEA, as amended by the ESSA.

  o Eligible children from eligible populations are children identified by the school as failing, or most at risk of failing, to meet the challenging state academic standards.

  o Children who are economically disadvantaged, children with disabilities, migrant children, and English learners (ELs) are eligible for services under Title I, Part A on the same basis as other children selected to receive services.

- The TAS program shall use resources to help eligible children meet the challenging state academic standards.

- The TAS program shall serve participating students by using effective methods and instructional strategies that strengthen the academic program of the school.

- The TAS program shall coordinate with and support the regular education program of the school.

- The TAS program shall provide PD to teachers, the principal, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program.

- The TAS program shall implement strategies to increase the involvement of parents of eligible children in accordance with section 1116 of the ESEA, as amended by the ESSA.

104

- The TAS program, if appropriate and applicable, shall coordinate and integrate federal, state, and local services and programs.

IV. Coordination, Technical Assistance, and Other Support

The MPS Home Office will provide the coordination, technical assistance, and other support necessary to assist all MPS schools in planning and implementing effective parent engagement activities to improve student academic achievement and school performance in the following ways:

- The MPS Home Office and school leaders will collaborate to devise a timeline for parental engagement activities throughout the school year and create a follow up tool to ensure that the activities occur.
- The MPS Home Office and school leaders will collaborate to develop the necessary technical assistance for planning and implementing effective parent engagement activities to improve student academic achievement and school performance.

V. Annual Meeting

Within 60 days of the first day of school, the School shall convene an annual meeting to which all parents of children participating in Title I, Part A programs are invited and encouraged to attend. The School will hold additional meetings to ensure the maximum parental participation, providing the same information, to be offered at flexible times, such as in the morning or evening.

The information provided at the meetings will inform parents of the School's receipt of Title I, Part A funds and the specific requirements of Title I, Part A. Additionally, parents shall be informed of their rights to be involved in Title I, Part A programs.

VI. Notice

Within **60** days of the beginning of school, the School will send **[e.g., via mail, sent home with students, and/or placed in orientation packets and/or registration packets]** a notice to **[if in a targeted assistance school]** [parents of participating children] **[or if in a school with a school wide program]** [all parents] containing, but not limited to, the following information:

- Information about Title I, Part A programs;
- An explanation of the requirements of Title I, Part A programs;
- A description of the rights parents have for participation in Title I, Part A programs;
- A description (including timing of meetings, location, etc.) of how parents can participate in the planning, review and/or improvement of the parent and family engagement policy, and if applicable, the schoolwide program.
- A description and explanation of the curriculum in use at the School, the forms of academic

assessment used to measure student progress and the proficiency levels students are expected to meet;

- An invitation to attend the annual meeting and additional meetings, providing information about the purpose of the meetings and the dates and times.
- A copy of the most current Parent and Family Engagement Policy and a feedback form for parents to comment on its content.

With this notice, the School will include a survey for parents to complete identifying whether they will require transportation, child care or home visits in order to participate in the parental engagement program of the School. If there is sufficient need for transportation or child care at any of the parental engagement activities identified in this policy, the School may provide such services and notify the parents of such provided services.

In addition to mailing this notice to parents of participating children, the School will post the information on its website.

VII. Title I, Part A Program Engagement

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

- The School will conduct at least one Family Learning Night each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy, and if applicable, the schoolwide program plan. These meetings will be held at flexible times. Additionally, some may be located at community libraries or at parent volunteer homes for those who live far from the School.
- Parents not attending the Family Learning Nights will be contacted by a volunteer by telephone to encourage participation and inform them of future Family Learning Nights.
- The School will publish a regular Newsletter with notification of upcoming participation opportunities.
- Each year, the School will hold an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan and recommend any changes.
- **At least one** of parents of participating children will be invited to accompany School staff on retreats to participate in discussions and sessions dealing with Title I, Part A programs.
- If requested by parents of participating children, the School will schedule regular meetings where

105

parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School will respond to such suggestions within **48 hour**s.

- If the schoolwide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan to the authorizers/CDE.

School Site Council (SSC):

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

    Category (a):

    o The school principal shall be an ex officio member of the SSC

    o 3 teacher representatives selected by teachers at the school

    o 1 other school personnel selected by peers at the school

    Category (b):

    o 5 Parents or community members <u>and</u> Students (Parents of students attending the school and community members selected by such parents <u>and</u> Students selected by students attending the school)

The SSC shall be constituted to ensure parity between the principal, classroom teachers and other school personnel; (b) parents or other community members selected by parents and pupils. Classroom teachers shall comprise the majority of persons represented under category (a). (Education Code Section 65000)

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

Parent Advisory Committee (PAC):

- **If a SPSA is not required**, and the LCAP can serve as the SPSA, MPS chooses to use the LCAP to serve as the SPSA. MPS will utilize our Parent Advisory Committee (PAC) in developing the LCAP. In this case, PAC will meet the ==educational partners== engagement requirements.

- PAC will plan, review, and improve the LCAP as well as plan, review, and improve Title I, Part A programs and align them to the LCAP. PAC will also be the main committee reviewing the parent and family engagement policy, and if applicable,

other school program plans. School leadership will work closely with PAC to ensure parents are engaged in the school improvement process.

- **Parent Advisory Committee** - as used in California Education Code (EC) sections 52063 and 52069, shall be composed of a majority of parents, as defined in subdivision (e), of pupils and include parents of pupils to whom one or more of the definitions in EC Section 42238.01 apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.

English Learner Parent Advisory Committee (ELPAC):

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

Consulting with Pupils:

- **Consult with Pupils** - as used in EC sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.

- The School annually conducts student, parent, and staff surveys to improve our ==educational partners==' school experience and to consult with them. Conducting such ==educational partner== surveys is an essential part of the School's LCAP development process.

VIII. **Building Capacity for Engagement**
A. **Standards, Assessments, Title I Requirements, Monitoring Progress and Improving Student Achievement**

In order to ensure effective parental engagement and support a partnership among the LEA, parents and the community to improve student academic achievement, the LEA will provide the following programs to assist

parents in understanding State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- The LEA will encourage parents to serve on its board of directors;

- The LEA will seek input from the PAC and the SSC on ways to assist parents to understand the Standards and Requirements.

- The LEA will encourage parents to serve on its board committees.

- The LEA will regularly publish in its newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.

- Regular meetings will be held by the school, at community libraries and/or parent volunteer homes, to discuss how parents can work with educators to improve their child's academic achievement.

- The LEA will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.

- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

B.   Helping Parents to Work with their Children

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

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

- Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use Infinite Campus as well as how to access it via free Internet access at public

libraries if that is more convenient than coming to the school.

- **ParentSquare:** MPS uses a unified school-to-home engagement platform called ParentSquare. This platform enables the school to send automated messages to parents with student-specific information. MPS uses ParentSquare to communicate attendance information, news and upcoming events, parent and family engagement opportunities, surveys, resources for parent education and more. With extensive student information system integration, translation to more than 100 languages and access via app, email, text, voice, and web portal, ParentSquare enables the school to engage all families, ensuring equitable communication.

- The LEA will provide parents with access to literacy programs that bond families around reading and using the public library.

- The LEA will provide annual seminars on parenting skills and parent-child communication.

- The school's psychologist will work with parents to better understand their children and the issues facing them.

- The LEA will train parents how to tutor their children in the school.

- Individualized student and parent advisory sessions: Each of LEA teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.

- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

C.   Education on Parent Engagement

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

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

- **Home Visits:** Research has shown that one of the keys to successful teaching and schooling is

creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the LEA will use home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.

The LEA teachers will visit students at their homes to enhance student learning and engagement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.

- A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the LEA, how to best communicate with parents and how to work with parents as equal partners.

- A survey will be sent home to parents of participating students that solicits information on what skills each parent has to offer the LEA and what types of parental engagement programs in which parents would most likely participate.

D. Other Optional Parent Participation

- The LEA will engage parents in the development of the training regarding the importance of parent engagement for teachers, principal, and other educators to improve the effectiveness of such training.

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

- The LEA will adopt and implement model approaches to improving parental engagement.

- The LEA will develop appropriate roles for community-based organizations and businesses in parent engagement activities, such as sponsoring events, providing volunteers for school activities, and creating internships for students.

IX. Coordination with Other Programs

If applicable, the LEA shall, to the extent feasible and appropriate, coordinate and integrate parent engagement programs and activities with programs such as Head Start, Early Reading First, and public preschool and other programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

The LEA will coordinate and integrate parent engagement programs and activities with these programs as follows: 1) requiring that the school conduct meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood development programs such as the Early Reading First program, to discuss the developmental and other needs of individual children; 2) developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood development program such as the Early Reading First program.

X. Annual Evaluation

The LEA, with the involvement of parents, shall conduct an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of the schools served under Title I, Part A, including identifying barriers to greater participation by parents in activities under ESSA. The LEA will pay particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The LEA will use the findings of such evaluation to design strategies for more effective parental engagement and to revise, if necessary, this family and parent engagement policy.

XI. School-Parent Compact

At the beginning of each school year, the School will enter into School-Parent Compacts with parents of participating children. The School-Parent Compact will outline how parents, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards.

The PAC will annually evaluate the effectiveness of the School-Parent Compact and provide feedback and suggestions for revision.

XII. Engagement of Parents of Limited English Proficient Students, Disabled Parents and Parents of Migratory Children

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

MPS Student/Parent Handbook   2022-23

expected of all student. To accomplish this goal, the LEA will do the following:

- The LEA will hold regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.

- The LEA will provide language translators at parent meetings to the extent practicable.

- The LEA will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.

- The LEA will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's principal will visit the classes to interact with the parents.

- **English Learner Advisory Committee:** The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the PAC/SSC on programs and services for English Learners.

  State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning ELAC. The ELAC will be formed at the LEA when the School has 21 or more students of LEP.

The LEA will provide full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the LEA will do the following:

- The LEA will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.

- Teachers will be encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students' progress.

- Teachers will meet one-on-one with parents of such students on an as needed basis to ensure the proper supports are in place for the student.

XIII. Notices

In accordance with ESSA, the LEA will provide the following notices to parents of children attending Title I, Part A schools:

- Annual report card;
- A notice regarding the professional qualifications of the student's classroom teachers;

- The notice regarding language instruction programs;
- Any other notices required by law.

XIV. Miscellaneous

- The LEA shall ensure that all information related to LEA and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

- The LEA will provide other reasonable support for parental engagement activities as requested by parents.

School-Parent-Student Compact

This School-Parent*-Student Compact is adopted by the Magnolia Public Schools (MPS) (hereinafter "School") and is intended to outline how parents, the entire School staff and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards. To this end, the School, the Parent, and the Student roles are outlined as follows:

Within this compact, the word "parent" is employed. This word is intended to reach any caregiver of students enrolled in the School, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc.

School Responsibilities

- The School will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State Core Curriculum Content Standards in all content areas through aligned curriculum and rigorous assessment.

- The School will provide a variety of support programs to enhance instruction at all grade levels.

- The School will send frequent reports to parents on their child's progress.

- The School will hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual student's achievement. Conference dates will be listed on the school calendar and additional dates will be sent through notification by the School.

- The School will grant parents reasonable access to staff by appointment through the office.

- The School will provide parents with the ability to observe classroom activities by appointment through the office.

Parent Responsibilities

I understand that my child's studies are very important and my participation in activities at MPS is a critical component of my child's educational success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will take a positive and active role in supporting my student's education.

- I will make certain my student attends school regularly and on time.

- I will notify school when child is absent and provide appropriate documentation.

- I will ensure that my student follows the school attendance policy and dress codes.

- I will ensure that my child come to school rested, clean, well-fed, and appropriately dressed (in student uniform).

- I will notify office immediately if there is a change of home address or phone number.

- I will set aside a specific time and place for my student to do homework.

- I will support my student in completing homework, including, if necessary, limiting time watching television, computer gaming, and recreational internet use.

- I will allow my student to attend remedial and other programs offered if requested by the school as is needed for individual improvement.

- I will set up a college bound environment at home and support my student through the college admission and scholarship finding process.

- I will emphasize my child adhere to the MPS Discipline Code at all times.

- I will enforce the School Code of Conduct with my child, including ensuring my child is wearing the uniform and promoting respect for teachers and all adults and students.

- I will follow through with any problem behaviors noted by the School.

- I will attend orientation meetings prior to the start of School.

- I will communicate regularly with my student's teachers to ensure his/her academic success (includes attending at least two conferences in a school year).

- I will review information and work sent home and/or posted on-line for parents and students via the school website and the online Student Information System and respond as necessary (computer access is available for parents at School if needed).

- I will review progress reports that are sent by the School and respond as necessary.

- I will encourage positive attitudes toward school.

- I will talk with my student about what he/she is learning.

- I will expect and encourage my student to be focused on learning.

- I will expect and support my student to strive consistently to give his/her best, and to make his/her best academic progress.

- I will assure that my child does not destroy materials (textbooks, equipment, etc.) and/or MPS property.

- I will pay for any damages to materials and/or property incurred by student.

- I will assure that students do not bring destructive materials to school (markers, paint, etc.)

- I will assure that all school materials loaned to students will be returned in the condition issued (textbooks, library books, etc.) I will pay for any lost or damaged books in CASH only.

- I understand that a student's bringing or possession of any weapon is grounds for expulsion from the Charter School.

- I will complete and return all necessary school forms and documents on time as requested by school officials.

- I will try to volunteer at School when requested. (Parents/guardians are not required to volunteer for MPS.)

Student Responsibilities

I am aware of my responsibilities and will do my best to satisfy my parents'/teachers' expectations at MPS because this will help me do better in the future. I agree to really try and do the following:

- I will come to school dressed in uniform every day and on time.

- I will be prepared for all my classes with all required materials.

- I will complete class work and homework on time.

- I will do all the homework assigned to me the best way I can and ask for help when needed.

- I will strive consistently to give my best, and to make my best academic progress.

- I will act responsibly and respectfully at all times and towards all members of the school community.

- I will follow all school rules.

- I will obey the School's Code of Conduct.

- I will respect my property, that of others, and that of the School.

- I will take good care of my books, and other materials the School allows me to use.

- I will serve my community.

Parent's Right to Know Notification for Title 1 Schools - Teacher Qualification Information

All parents or guardians may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum whether the student's teacher:

- Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
- Is teaching in the field of discipline of the certification of the teacher.

In addition, parents of students attending a Title 1 school can request the qualifications of paraprofessionals/TAs serving their child. The following are qualification requirements for Title I paraprofessionals:

- Completed two years of study at an institution of higher education; or
- Obtained an associate's (or higher) degree; or
- Met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness).

Every Student Succeeds Acts (ESSA) also requires MPS to notify parents when their child has been taught for four or more consecutive weeks by a teacher who has not met State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

These requirements help us to ensure that all students receive the best education from teachers who are highly skilled and knowledgeable in their subject areas. If there is any MPS teacher who has not met all of the State certification or licensure requirements at the grade level and subject area in which he/she has been assigned, we will work closely with the teacher to ensure that he/she will meet all State certification and licensure requirements at the grade level and subject area in which he/she has been assigned in a timely manner.

Surveys

Surveys – EC 51513 and 51514

Anonymous, voluntary and confidential research and evaluation tools to measure student's health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes and practices relating to sex, family life, morality, and religion may be administered to students if the parent is notified in writing that 1) this test, questionnaire, or survey is to be administered, 2) the student's parent is given the opportunity to review the test, questionnaire, or survey, and 3) the parent consents in writing. Questions pertaining to the sexual orientation and gender identity of a student shall not be removed from a survey that already includes them.

Annual Educational Partner Surveys

MPS annually conducts student, parent, and staff surveys to improve our educational partners' school experience. Conducting such educational partner surveys is an essential part of MPS' Local Control and Accountability Plan (LCAP) development process. State priority 6 under Local Control Funding Formula (LCFF) asks the schools to set annual measurable outcomes about school climate:

> School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents, and teachers on the sense of safety and school connectedness. (Priority 6)

MPS uses the Panorama Education online platform to conduct educational partner surveys and analyze results. Our students and staff complete the survey online while parents have access to both online and paper surveys, in English and Spanish.

The survey questions were developed by WestEd for the California Department of Education and are used by the CORE Districts. The CORE Districts are situated in Fresno, Garden Grove, Long Beach, Los Angeles, Oakland, Sacramento, San Francisco, and Santa Ana. Using the same survey enables MPS to compare its results with the average results of the CORE Districts.

Our typical timeline for educational partner survey implementation is January through mid-February, with the intent to receive results by the end of February so that we can analyze the results in March to inform our LCAP and budget development. The survey questions use Likert-type scale to measure school experience in four topics for students, parents, and staff. Each topic has multiple questions that allow us to further analyze why a certain topic is rated relatively high or low. Following are the topics:

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)

To further engage our educational partners in the evaluation of their experience MPS also asks three open-ended free-response questions:

1. What Do You Like Best About Your School?
2. What Do You Like Least About Your School?
3. What Is One Suggestion You Would Like to Offer to Improve Your School?

School leadership teams and the MPS Home Office teams (academics, accountability, HR) read all free responses,

111

summarize major findings and recommendations by the educational partners, and consider all the feedback to create action steps for school improvement. The Home Office teams review the findings with each school leadership team. School leadership teams are then held accountable for sharing the survey results and findings with their educational partners at their site (teachers, parents, etc.) and developing an action plan for improvement.

Each school leadership team is also asked to write a 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 are typically expected to complete their reflections in March and share it with the board and public in April. The feedback collection, reflection, and planning of next steps are all an integral part of our LCAP development process.

To obtain a copy of your school's survey reflections page that informs the LCAP, please contact the school office.

Complaint Procedures

Nondiscrimination Statement & Equal Opportunity

The Charter School does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, citizenship, immigration status, religion, religious affiliation, sexual orientation, pregnancy status, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

The Charter School does not request nor require student records prior to a student's enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over of the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEA; and Section 504 and Title II of the ADA (mental or physical disability). Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race or ethnicity, religion, religious affiliation, creed, color, citizenship, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with whom Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures ("UCP") Compliance Officer:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634
ceo@magnoliapublicschools.org

The lack of English language skills will not be a barrier to admission or participation in Charter School's programs or activities. Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

Notice Under the Americans With Disabilities Act (ADA)

In accordance with the requirements of Title II of the Americans with Disabilities Act of 1990 (ADA), MPS will not discriminate against qualified individuals with disabilities on the basis of disability in its services, programs, or activities.

Effective Communication: MPS will generally, upon request, provide appropriate aids and services leading to effective communication for qualified persons with disabilities so they can participate equally MPS' programs, services, and activities, including qualified sign language interpreters, documents in Braille, and other ways of making information and communications accessible to people who have speech, hearing, or vision impairments.

Modifications to Policies and Procedures: MPS will make all reasonable modifications to policies and programs to ensure that people with disabilities have an equal

112

opportunity to enjoy all of its programs, services, and activities. For example, individuals with service animals are welcomed in MPS offices, even where pets are generally prohibited.

Anyone who requires an auxiliary aid or service for effective communication, or a modification of policies or procedures to participate in a program, service, or activity of MPS, should contact the Principal or designee hosting the event as soon as possible but no later than 48 hours before the scheduled event. For non-localized events, please contact the CEO & Superintendent of MPS to inquire about accessibility modifications.

> CEO & Superintendent
> Magnolia Public Schools
> 250 E. 1st St. Ste 1500
> Los Angeles, CA 90012
> (213) 628-3634
> ceo@magnoliapublicschools.org

The ADA does not require MPS to take any action that would fundamentally alter the nature of its programs or services, or impose an undue financial or administrative burden.

Complaints that a program, service, or activity of MPS is not accessible to persons with disabilities should be directed to the CEO & Superintendent.

MPS will not place a surcharge on a particular individual with a disability or any group of individuals with disabilities to cover the cost of providing auxiliary aids/services or reasonable modifications of policy, such as retrieving items from locations that are open to the public but are not accessible to persons who use wheelchairs.

Title IX

Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Magnolia Public School ("MPS" or the "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. MPS school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom MPS does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634
ceo@magnoliapublicschools.org

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.

- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis.

- Retaliation for reporting or threatening to report harassment.

- Deferential or preferential treatment based on any of the protected characteristics listed above.

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. § 106.1 *et seq.*) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by MPS.

MPS is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors,

programs, or activities available at or through the educational institution.

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

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:

  o Rape, sexual battery, molestation or attempts to commit these assaults.

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

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

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

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

  o Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:

  o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.

  o Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.

  o Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student* or students in fear of harm to that student's or those students' person or property.

2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

3. Causing a reasonable student to experience a substantial interference with his or her academic performance.

4. Causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by MPS.

* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.

2. A post on a social network Internet Web site including, but not limited to:

   a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.

   b. Creating a credible impersonation of another actual student for the purpose of

115

having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

   c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

3. An act of "Cyber sexual bullying" including, but not limited to:

   a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

   b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in MPS' education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that MPS investigate the allegation of sexual harassment.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

MPS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. **Cyberbullying Prevention Procedures**

   MPS advises students:

      1. To never share passwords, personal data, or private photos online.
      2. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
      3. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
      4. To consider how it would feel receiving such comments before making comments about others online.

MPS informs Charter School employees, students, and parents/guardians of MPS' policies regarding the use of technology in and out of the classroom. MPS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. **Education**

   MPS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. MPS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at MPS and encourages students to practice compassion and respect each other.

   Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

   MPS' bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way

116

to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

MPS informs MPS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. **Professional Development**

MPS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other MPS employees who have regular interaction with students.

MPS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by MPS, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

MPS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for MPS students.

Grievance Procedures

1. Scope of Grievance Procedures

MPS will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

a. Are written and signed;

b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and

c. Submitted to the MPS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, MPS will utilize the following grievance procedures in addition to its UCP when applicable.

2. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634
ceo@magnoliapublicschools.org

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. MPS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses.

117

Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

MPS acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

3. Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to MPS' education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or MPS' educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work

locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. MPS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of MPS to provide the supportive measures.

4. Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of MPS, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, to provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
  - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
    - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
    - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
    - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence;
    - A statement that MPS prohibits an individual from knowingly making

118

MPS Student/Parent Handbook 2022-23

false statements or knowingly submitting false information during the grievance process.

- Emergency Removal
    - o MPS may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with MPS' policies.

    - o MPS may remove a respondent from MPS' education program or activity on an emergency basis, in accordance with MPS' policies, provided that MPS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

    - o This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

- Informal Resolution
    - o If a formal complaint of sexual harassment is filed, MPS may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If MPS offers such a process, it will do the following:
        - ▪ Provide the parties with advance written notice of:
            - The allegations;
            - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
            - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
            - Any consequences resulting from participating in the voluntary informal

resolution process, including the records that will be maintained or could be shared; and

- ▪ Obtain the parties' advance voluntary, written consent to the informal resolution process.

    - o MPS will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

- Investigation Process
    - o The decision-maker will not be the same person(s) as the Coordinator or the investigator. MPS shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.

    - o In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

    - o The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.

    - o The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.

    - o A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

    - o Prior to completion of the investigative report, MPS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.

    - o The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if

119

any, at least ten (10) days prior to the determination of responsibility.

- Dismissal of a Formal Complaint of Sexual Harassment

  o If the investigation reveals that the alleged harassment did not occur in MPS' educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable MPS policy.

  o MPS may dismiss a formal complaint of sexual harassment if:
    ▪ The complainant provides a written withdrawal of the complaint to the Coordinator;
    ▪ The respondent is no longer employed or enrolled at MPS; or
    ▪ The specific circumstances prevent MPS from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.

  o If a formal complaint of sexual harassment or any of the claims therein are dismissed, MPS will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.

- Determination of Responsibility

  o The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

  o MPS will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
    ▪ The allegations in the formal complaint of sexual harassment;
    ▪ All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
    ▪ The findings of facts supporting the determination;
    ▪ The conclusions about the application of MPS' code of conduct to the facts;
    ▪ The decision and rationale for each allegation;
    ▪ Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
    ▪ The procedures and permissible bases for appeals.

5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from MPS or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by MPS in response to a formal complaint of sexual harassment.

6. Right of Appeal

Should the reporting individual find MPS' resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of MPS' decision or resolution, submit a written appeal to the President of the MPS Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and MPS will implement appeal procedures equally for both parties.

- MPS will notify the other party in writing when an appeal is filed.

- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

7. Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location. MPS will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.

- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.

- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.

- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.

- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

Complaint forms for **"Title IX, Harassment, Intimidation, Discrimination, and Bullying"** and **"Uniform Complaint Procedures"** are included at the end of this handbook and copies are also available in the school office.

120

Uniform Complaint Policy and Procedures

Uniform Complaint Procedures (UCP) Annual Notice

Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.

2. Complaints alleging a violation of state or federal law or regulation governing the following programs:

   - Accommodations for Pregnant and Parenting Pupils;
   - Adult Education;
   - After School Education and Safety;
   - Career Technical Education;
   - Career Technical and Technical Training;
   - Child Care and Development;
   - Compensatory Education;
   - Consolidated Application;
   - Course Periods without Educational Content;
   - Education of Pupils in Foster Care, Pupils who Are Homeless, Migratory Pupils, former Juvenile Court Pupils now Enrolled in a public school and Children of Military Families;
   - Every Student Succeeds Act;
   - Local Control & Accountability Plans (LCAP)/LCFF;
   - Migrant Education;
   - Physical Education Instructional Minutes;
   - Pupil Fees;
   - Reasonable Accommodations to a Lactating Pupil;
   - Regional Occupational Centers and Programs;

   - School Plans for School Achievement;
   - School Safety Plans;
   - Schoolsite Councils.

3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

   - A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
   - A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
   - A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints of noncompliance with laws relating to pupil fees may be filed with the CEO of Charter School or the Compliance Officer identified below.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or Local Control and Accountability Plans ("LCAP") under Education Code sections 47606.5 and 47607.3, as applicable. If Charter School adopts a School Plan for Student Achievement ("SPSA") in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Complaints other than complaints relating to pupil fees must be filed in writing with the following Compliance Officer:

CEO and Superintendent
Magnolia Public Schools
250 E. 1st St STE 1500
Los Angeles, CA 90012
(213) 628-3634

121

Upon receipt of a complaint, the CEO will appropriately assign to the Principal of the MPS campus attended by the complainant. That Principal and/or designee shall investigate the complaint, with oversight by the CEO.

Only complaints regarding pupil fees or LCAP compliance may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees or LCAP.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which Charter School's Board of Directors approved the LCAP or the annual update was adopted by Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with Charter School's UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal Charter School's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the Charter School's written Decision, except if Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with Charter School, a copy of Charter School's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. Charter School failed to follow its complaint procedures.

2. Relative to the allegations of the complaint, Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.

3. The material findings of fact in Charter School's Decision are not supported by substantial evidence.

4. The legal conclusion in Charter School's Decision is inconsistent with the law.

5. In a case in which Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals Charter School's Decision on a UCP complaint to the CDE shall receive a written appeal

decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

A complainant may pursue available civil law remedies outside of Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 CCR § 4622.

The UCP Annual Notice, the UCP, and the complaint form for the UCP are all included in the Student/Parent Handbook. Copies are also available in the school office free of charge and on the school website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the CEO.

Note: It is not required to use the complaint form for the UCP to file a UCP complaint. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

Magnolia Science Academy-1, 2, 3, and 5 are authorized by the Los Angeles County Board of Education.

Los Angeles County Office of Education (LACOE) Charter School Office (CSO) Contact:

- Los Angeles County Office of Education
  Charter School Office
  9300 Imperial Highway
  Downey, CA 90242
  Office Phone Line: (562) 922-8806
  Comments & Concerns Line: (562) 922-8807
  Office Fax: (562) 922-8805
  Website: www.lacoe.edu

Magnolia Science Academy-4, 6, 7, and Bell are authorized by the Los Angeles Unified School District (LAUSD) Board of Education.

LAUSD Charter Schools Division (CSD) Contact:

- Los Angeles Unified School District
  Charter Schools Division
  333 S. Beaudry Ave. 20th Floor
  Los Angeles, CA 90017
  Main Office: (213) 241-0399
  Fax: (213) 241-2054
  Website: www.lausd.net

Magnolia Science Academy-San Diego is authorized by the San Diego Unified School District (SDUSD) Board of Education.

SDUSD Office of Charter Schools (OCS) Contact:

- San Diego Unified School District
  Office of Charter Schools
  4100 Normal Street, Annex 15
  San Diego, CA 92103
  Main Office: (619) 725-7107
  Website: www.sandiegounified.org

Magnolia Science Academy-Santa Ana is authorized by the State Board of Education (SBE).

California Department of Education (CDE) Charter Schools Division (CSD) Contact:

- California Department of Education
  Charter Schools Division
  1430 N Street, Suite 5401
  Sacramento, CA 95814-5901
  Phone: (916) 322-6029
  Fax: (916) 322-1465
  Email: charters@cde.ca.gov
  Website: www.cde.ca.gov

Uniform Complaint Procedures (UCP) Policies and Procedures

Magnolia Public Schools ("MPS" or "Charter School") complies with applicable federal and state laws and regulations. MPS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any MPS program or activity.

2. Complaints alleging a violation of state or federal law or regulation governing the following programs:

    - Accommodations for Pregnant and Parenting Pupils;
    - Adult Education;
    - After School Education and Safety;
    - Career Technical Education;
    - Career Technical and Technical Training;
    - Child Care and Development;
    - Compensatory Education;
    - Consolidated Application;
    - Course Periods without Educational Content;
    - Education of Pupils in Foster Care, Pupils who Are Homeless, Migratory Pupils, former Juvenile Court Pupils now Enrolled in a public school and Children of Military Families;
    - Every Student Succeeds Act;
    - Local Control & Accountability Plans (LCAP)/LCFF;
    - Migrant Education;
    - Physical Education Instructional Minutes;
    - Pupil Fees;

123

- Reasonable Accommodations to a Lactating Pupil;
- Regional Occupational Centers and Programs;
- School Plans for School Achievement;
- School Safety Plans;
- Schoolsite Councils.

3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

    a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

    b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

        i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

        ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

        iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

    c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint

provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

    d. If MPS finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, MPS shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by MPS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

    e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or MPS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If MPS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.MPS acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. MPS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, MPS will attempt to do so as appropriate. MPS may find it necessary to disclose information regarding the complaint/complainant to the

extent required by law or necessary to carry out the investigation or proceedings, as determined by the CEO, MPS campus Principal, or designee on a case-by-case basis. MPS shall ensure that complainants are protected from retaliation.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure MPS' compliance with law:

> CEO and Superintendent
> Magnolia Public Schools
> 250 E. 1st St STE 1500
> Los Angeles, CA 90012
> (213) 628-3634

Upon receipt of a complaint, the CEO will appropriately assign to the Principal of the MPS campus attended by the complainant. That Principal and/or designee shall investigate the complaint, with oversight by the CEO.

The CEO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CEO or designee.

Should a complaint be filed against the CEO, the compliance officer for that case shall be the President of the MPS Board of Directors.

Notifications

The CEO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy will be made available on MPS' website.

MPS shall annually provide written notification of MPS' UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in MPS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.

2. A statement clearly identifying any California State preschool programs that MPS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that MPS is operating pursuant to Title 22 licensing requirements.

3. A statement that MPS is primarily responsible for compliance with federal and state laws and regulations.

4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.

6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

7. A statement that the complainant has a right to appeal MPS' decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of MPS' decision, except if MPS has used its UCP to address a complaint that is not subject to the UCP requirements.

8. A statement that a complainant who appeals MPS' decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

9. A statement that if MPS finds merit in a UCP complaint, or the CDE finds merit in an appeal, MPS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.

11. A statement that copies of MPS' UCP shall be available free of charge.

The UCP Annual Notice, the UCP, and the complaint form for the UCP are all included in the Student/Parent Handbook. Copies are also available in the school office free of charge and on the school website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the CEO.

Note: It is not required to use the complaint form for the UCP to file a UCP complaint. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

Procedures

The following procedures shall be used to address all complaints which allege that MPS has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- **Step 1: Filing of Complaint**

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CEO, Principal, or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CEO, Principal, or designee shall be made in writing. The period for filing may be extended by the CEO, Principal, or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The CEO, Principal, or designee shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the MPS Board of Directors approved the LCAP or the annual update was adopted by MPS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to

conditions such as a disability or illiteracy, MPS staff shall assist the complainant in the filing of the complaint.

- **Step 2: Mediation**

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process. Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint. The use of mediation shall not extend MPS' timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

MPS' refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Step 4: Final Written Decision**

MPS shall issue an investigation report (the "Decision") based on the evidence. MPS' Decision shall be in writing and sent to the complainant within sixty (60) calendar days of MPS' receipt unless the timeframe is extended with the written agreement of the complainant. MPS' Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.

2. The conclusion providing a clear determination for each allegation as to whether MPS is in compliance with the relevant law.

3. Corrective actions, if MPS finds merit in the complaint and any are warranted or required by law.

4. Notice of the complainant's right to appeal MPS' Decision within thirty (30) calendar days to the CDE, except when MPS has used its UCP to address a complaints that are not subject to the UCP requirements.

5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of MPS' expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with MPS and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. MPS failed to follow its complaint procedures.

2. Relative to the allegations of the complaint, MPS's Decision lacks material findings of fact necessary to reach a conclusion of law.

3. The material findings of fact in MPS' Decision are not supported by substantial evidence.

4. The legal conclusion in MPS' Decision is inconsistent with the law.

5. In a case in which MPS' Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Principal or designee, under oversight by the CEO, shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.

2. A copy of the Decision.

3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.

4. A report of any action taken to resolve the complaint.

5. A copy of MPS' complaint procedures.

6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to MPS for resolution as a new complaint. If the CDE notifies MPS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, MPS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court. The CDE may directly intervene in the complaint without waiting for action by MPS when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, MPS has not taken action within sixty (60) calendar days of the date the complaint was filed with MPS.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of MPS' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if MPS has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

MPS Student/Parent Handbook   2022-23

General Complaint Procedures

The ultimate purpose of this general complaint procedure is to encourage the growth and development of MPS as a healthy community. Conflict is often a part of any development or growth process and may arise in any community. An effective process for resolving conflict is therefore both consistent with the vision and mission of MPS, and an essential component of the communication model that our School has adopted.

MPS recognizes that effective communication is paramount in effective conflict resolution and therefore strongly encourages communication strategies that include: Taking personal responsibility for one's own feelings and needs; communication that mutually acknowledges the needs and concerns of one another; and demonstrating honesty and integrity in every interaction.

LEVEL 1: Direct Resolution

If reasonably possible, general complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the person directly using conflict resolution skills without the intervention of a supervisor or other School administrator. It is the hope of MPS that most disputes can be resolved informally by direct and healthy communication between individuals. Such attempts at informal resolution should be documented in writing to assist the Principal (or CEO & Superintendent) and/or Board of Directors to participate effectively in the conflict's resolution.

Examples:

- Pedagogical issues pertaining to anything that occurs in the classroom, i.e., teaching, curriculum, classroom management, or teacher-student relationships, should be addressed directly with the class teacher. Teachers can be contacted by email, written note or via appointment.

- Complaints/concerns about employees or supervisors that do not involve complaints of discrimination or harassment or violations of law should be first addressed with the employee or supervisor directly.

  If the person(s) involved are unable to resolve the conflict or complaint, the complainant should contact the immediate/appropriate supervisor in an effort to resolve the issue.

LEVEL 2: School Level Resolution

At this step, the complainant should be prepared to give details about the complaint and steps taken to resolve it. The immediate/appropriate supervisor will acknowledge receipt of the complaint in **three (3)** working days, investigate the complaint, a process which normally involves a discussion with the complainant, gathering of relevant facts and evidence, and respond to the complainant within **ten (10)** working days.

Examples:

- Pedagogical, academic or teacher related issues should be addressed with the Dean of Academics/Assistant Principal.

- Student behavior and discipline issues should be addressed with the Dean of Students/Assistant Principal.

- All other issues should be addressed with the Principal.

If the complainant is not satisfied with the response from the immediate/appropriate supervisor, e.g., Dean of Academics/Students or Assistant Principal or the complaint should be directly addressed with the Principal, the complainant should contact the Principal, who will respond within the same timeline. If the complainant is still dissatisfied, and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the CEO & Superintendent of MPS in an effort to resolve the issue.

LEVEL 3: MPS Home Office ("Home Office") Level Resolution

At this step, the complainant should fill out the attached **"General Complaint Procedures Form"** giving details about the complaint and steps taken to resolve it, and contact the CEO & Superintendent of MPS at:

> CEO & Superintendent
> Magnolia Public Schools
> 250 E. 1st St. Ste 1500
> Los Angeles, CA 90012
> (213) 628-3634

The CEO & Superintendent (designee) will acknowledge receipt of the written complaint in **five (5)** working days, attempt to identify a resolution that is acceptable to both parties, within **fifteen (15)** working days of the receipt of the written complaint.

If the complainant is not satisfied with the response from the CEO & Superintendent (designee), and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the MPS Board of Directors ("the Board.")

LEVEL 4: Board Level Resolution*

At this step, the complainant can file a written complaint with the Board through the Administrative Assistant at the MPS Home Office. *(Same contact information as in Level 3)* The complainant should update the "General Complaint Procedures Form" that was used in Level 3. The Administrative Assistant will acknowledge receipt of the written complaint in **five (5)** working days. The Board may consider the matter at its next regular Board meeting or at a special board meeting convened in order to meet the internal 60-day target within which MPS strives to answer the complaint. The Board may decide not to hear the complaint, in which case the CEO & Superintendent's decision will be final. If the Board hears the complaint, the Administrative Assistant will send the Board's decision to the complainant within **sixty (60)** days of the School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. The decision of the Board shall be final.

MPS Student/Parent Handbook   2022-23

* For MSA-San Diego, MSA-San Diego Governance Committee will work with the Principal and the Home Office in following the General Complaint Procedures to resolve internal complaints and conflicts before they escalate to the MPS Board level.

The complainant has a right to appeal the Board's decision to the California Department of Education (CDE). In that case, the complainant needs to fill out a **"Uniform Complaint Procedure Form"** - provided in this handbook – and file it within **fifteen (15)** days of receiving the decision. The appeal must include a copy of the complaint filed with the School and a copy of the Board's decision. The appeal should be sent to:

> California Department of Education
> 1430 N Street
> Sacramento, CA 95814

Complaint form for the **"General Complaint Procedures"** and the **"Uniform Complaint Procedures"** are included in the Student/Parent Handbook. Copies are also available in the school office free of charge and on the school website.

129

INFORMATION SHEETS & NOTICES

MAGNOLIA PUBLIC SCHOOLS

2022-23 Directory Information Release Opt-Out Form

(Applicable Only for the Current School Year)

COMPLETE THIS FORM ONLY IF YOU ARE OPTING OUT.

Student Name: _____ Date of Birth: _____

Address: _____

City: _____ Zip Code: _____

Telephone No.: _____ Grade: _____

School: _____

The primary purpose of directory information is to allow MPS to include this type of information from your child's education records in certain school publications. Directory information includes names, addresses and telephone listings, information that is generally not considered harmful or an invasion of privacy if released.

The Family Educational Rights and Privacy Act (FERPA) permits MPS to disclose appropriately designated "directory information" without written consent, unless you have advised MPS that you do not want your student's directory information disclosed without your prior written consent.

Directory information regarding pupil identified as a homeless child or youth shall not be released unless a parent, or eligible pupil, has provided written consent that directory information may be released.

<u>Student Directory Information</u>

☐ I **do not** wish to have any directory information released to any individual or organization.

_____ _____

Signature of Parent/Guardian (if student is under 18) Date

_____ _____

Signature of Student (if student is 18 or older) Date

MAGNOLIA PUBLIC SCHOOLS

2022-23 Cal Grant Program Opt-Out Form

(For students in the 11th grade)

COMPLETE THIS FORM ONLY IF YOU ARE OPTING OUT.

Student Name: _____ Date of Birth: _____

Address: _____

City: _____ Zip Code: _____

Telephone No.: _____ Grade: _____

School: _____

A Cal Grant is money for college that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements. Cal Grants can be used at any University of California, California State University or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants.

In order to assist students in applying for financial aid, all students in grade 12 are automatically considered a Cal Grant applicant. Unless the school is notified while the student is in the 11th grade that he/she does not want to be considered a Cal Grant applicant, the student's GPA will be submitted to the California Student Aid Commission (CASC) electronically by a school or school district official before October 1 of the student's 12th grade year.

Please indicate below if you would not like the school to electronically send CASC the student's GPA when he/she is in the 12th grade. Until a student turns 18 years of age, only the parent/guardian may opt out the student. Once a student turns 18 years of age, only the student may opt himself/herself out, and can opt in if the parent/guardian had previously decided to opt out the student.

☐ I **do not** want my/my student's GPA to be sent to CASC in the 12th grade.

_____   _____

Signature of Parent/Guardian (if student is under 18)   Date

_____   _____

Signature of Student (if student is 18 or older)   Date

131

MAGNOLIA PUBLIC SCHOOLS

2022-23 Annual Pesticide Notification Request

(Applicable Only for the Current School Year)

Parents/guardians can register with the school to receive notification of individual pesticide applications. Persons who register for this notification shall be notified at least seventy-two (72) hours prior to the application, except in emergencies, and will be provided the name and active ingredient(s) of the pesticide as well as the intended date of application.

Parents/guardians seeking access to information on pesticides and pesticide use reduction developed by the Department of Pesticide Regulation pursuant to California Food and Agricultural Code section 13184, can do so by accessing the Department's web-site at www.cdpr.ca.gov.

Student Name: _____   Date of Birth: _____

Address: _____

City: _____   Zip Code: _____

Telephone No.: _____   Grade: _____

School: _____

☐ I would like to be pre-notified every time a pesticide application is to take place at the school. I understand that the notification will be provided at least 72 hours before the application.

_____   _____

Signature of Parent/Guardian (if student is under 18)   Date

_____   _____

Signature of Student (if student is 18 or older)   Date

132

MAGNOLIA PUBLIC SCHOOLS

2022-23 Concussion Information Sheet

(Applicable Only for the Current School Year)

A concussion is a type of brain injury and all brain injuries are serious. A concussion can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. It can range from mild to severe and can disrupt the way the brain normally works. Even though most concussions are mild, **all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. In other words, even a "ding" or a bump on the head can be serious.** You can't see a concussion and most sports concussions occur without loss of consciousness.

WHAT ARE THE SIGNS AND SYMPTOMS OF CONCUSSION?

Signs and symptoms of concussion may show up right after the injury or may not appear or be noticed until days or weeks after the injury. If your child reports any symptoms of concussion listed below, or if you notice the symptoms or signs of concussion yourself, your child should be kept out of play the day of the injury and until a health care professional, experienced in evaluating for concussion, determines that your child is symptom-free and able to return to play.

Signs observed by coaching staff…	*Symptoms reported by athletes……*
Appears dazed or stunned	Headache or "pressure" in head
Is confused about assignment or position	Nausea or vomiting
Forgets an instruction	Balance problems or dizziness
Is unsure of game, score, or opponent	Double or blurry vision
Moves clumsily	Sensitivity to light
Answers questions slowly	Sensitivity to noise
Loses consciousness (even briefly)	Feeling sluggish, hazy, foggy, or groggy
Shows mood, behavior, or personality changes	Concentration or memory problems
Can't recall events *prior* to hit or fall	Confusion
Can't recall events *after* hit or fall	Just not "feeling right" or "feeling down"

Concussions affect people differently. While most athletes with concussion recover quickly and fully, some will have symptoms that last for days, or even weeks. A more serious concussion can last for months or longer. In rare cases, a dangerous blood clot may form on the brain and crowd the brain against the skull. An athlete should receive immediate medical attention if after a bump, blow, or jolt to the head or body she/he exhibits any of the following danger signs:

One pupil is larger than the other	Convulsions or seizures
Is drowsy or cannot be awakened	Cannot recognize people or places
Weakness, numbness, or decreased coordination	Repeated vomiting or nausea
Slurred speech	Has unusual behavior
A headache that not only does not diminish, but gets worse	Becomes increasingly confused, restless, or agitated
Loses consciousness	

133

WHY MUST AN ATHLETE BE REMOVED FROM PLAY AFTER A CONCUSSION?

If an athlete has a concussion, his/her brain needs time to heal. Continuing to play while the brain is still healing leaves the young athlete especially vulnerable to greater injury. There is an increased risk of significant damage from a concussion for a period of time after that concussion occurs, particularly if the athlete suffers another concussion before completely recovering from the first one. This can lead to prolonged recovery, or even to severe brain swelling (second impact syndrome) with devastating and even fatal consequences. It is well known that young athletes will often under report symptoms of injuries. And concussions are no different. As a result, education of administrators, coaches, parents and students is the key for student-athlete's safety.

IF YOU THINK YOUR CHILD HAS SUFFERED A CONCUSSION

If you suspect that your child has a concussion, remove him/her from the game or practice immediately. No athlete may return to activity after an apparent head injury or concussion, regardless of how mild it seems or how quickly symptoms clear, without written medical clearance. Do not try to judge the severity of the injury yourself. Close observation of the athlete should continue for several hours. Rest is key to helping an athlete recover from a concussion. Exercising or activities that involve a lot of concentration, such as studying, working on the computer, or playing video games, may cause concussion symptoms to reappear or get worse.

California Education Code section 49475 and the California Interscholastic Federation (CIF) Bylaw 313 require implementation of long and well-established return to play concussion guidelines that help ensure and protect the health of student athletes:

Any athlete who is suspected of sustaining a concussion or head injury in an athletic activity shall be immediately removed from the athletic activity for the remainder of the day, and shall not be permitted to return to the athletic activity until he or she is evaluated by a licensed health care provider who is trained in the management of concussions and is acting within the scope of his or her practice. The athlete shall not be permitted to return to the athletic activity until he or she receives written clearance to return to the athletic activity from that licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider.

It's better to miss one game than miss the whole season.

For more information, visit: http://www.cdc.gov/headsup/youthsports/index.html (Centers for Disease

Control and Prevention) or http://www.cifstate.org/sports-medicine/concussions/student_parents (CIF)

Cut and RETURN bottom portion only. Please keep upper portion for your information.

I have reviewed and understand the provided document regarding concussion:

_____   _____   _____

Student-athlete Name   Student-athlete Signature   Date

_____   _____   _____

Parent or Legal Guardian   Parent or Legal Guardian Signature   Date

MAGNOLIA PUBLIC SCHOOLS

2022-23 Prescription Opioids Information Sheet

(Applicable Only for the Current School Year)

Prescription opioids may be used to help relieve moderate-to-severe pain and are often prescribed following a surgery or injury, or for certain health conditions. These medications can be an important part of treatment but also come with serious risks. It is important to work with your health care provider to make sure you are getting the safest, most effective care.

WHAT ARE THE RISKS AND SIDE EFFECTS OF OPIOID USE?

Prescription opioids carry serious risks of addiction and overdose, especially with prolonged use. An opioid overdose, often marked by slowed breathing, can cause sudden death.

The use of prescription opioids can have a number of **side effects** as well, even when taken as directed:

- Tolerance – meaning you might need to take more of a medication for the same pain relief.
- Physical dependence – meaning you have symptoms of withdrawal when a medication is stopped.
- Increased sensitivity to pain
- Constipation
- Nausea, vomiting, and dry mouth
- Sleepiness and dizziness
- Confusion
- Depression
- Low levels of testosterone that can result in lower sex drive, energy, and strength
- Itching and sweating

RISKS ARE GREATER WITH:

- History of drug misuse, substance use disorder, or overdose
- Mental health conditions (such as depression or anxiety)
- Sleep apnea
- Pregnancy

Avoid alcohol while taking prescription opioids. Also, unless specifically advised by your health care provider, medications to avoid include:

- Benzodiazepines (such as Xanax or Valium)
- Muscle relaxants (such as Soma or Flexeril)
- Hypnotics (such as Ambien or Lunesta)
- Other prescription opioids

KNOW YOUR OPTIONS

Talk to your health care provider about ways to manage your pain that don't involve prescription opioids. Some of these options **may actually work better** and have fewer risks and side effects. Options may include:

- Pain relievers such as acetaminophen, ibuprofen, and naproxen
- Some medications that are also used for depression or seizures
- Physical therapy and exercise
- Cognitive behavioral therapy, a psychological, goal-directed approach, in which patients learn how to modify physical, behavioral, and emotional triggers of pain and stress.

135

IF YOU ARE PRESCRIBED OPIOIDS FOR PAIN

- Never take opioids in greater amounts or more often than prescribed.

- Follow up with your primary health care provider

  - Work together to create a plan on how to manage your pain

  - Talk about ways to help manage your pain that don't involve prescription opioids

  - Talk about any and all concerns and side effects.

- Help prevent misuse and abuse.

  - Never sell or share prescription opioids

  - Never us another person's prescription opioids

- Store prescription opioids in a secure place and out of reach of others including visitors, children, friends, and family.

- Safely dispose of unused prescription opioids: Find your community drug take-back program or your pharmacy mail-back program, or flush them down the toilet, following guidance from the Food and Drug Administration (www.fda.gov/Drugs/ResourcesForYou).

- Visit www.cdc.gov/drugoverdose to learn about the risks of opioid abuse and overdose.

- If you believe you may be struggling with addiction, tell your health care provider and ask for guidance or call SAMHSA's National Helpline at 1-800-662-HELP.

Be Informed! Make sure you know the name of your medication, how much and how often to take it, and its potential risks and side effects.

For more information, visit: www.cdc.gov/drugoverdose/prescribing/guideline.html

Cut and RETURN bottom portion only. Please keep upper portion for your information.

I have reviewed and understand the provided document regarding prescription opioid information:

_____	_____	_____
Student-athlete Name	Student-athlete Signature	Date
_____	_____	_____
Parent or Legal Guardian	Parent or Legal Guardian Signature	Date

136

MAGNOLIA PUBLIC SCHOOLS

2022-23 Sudden Cardiac Arrest Information Sheet

(Applicable Only for the Current School Year)

Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. When this happens, blood stops flowing to the brain and other vital organs. SCA is not a heart attack. A heart attack is caused by a blockage that stops the flow of blood to the heart. SCA is a malfunction in the heart's electrical system, causing the victim to collapse. The malfunction is caused by a congenital or genetic defect in the heart's structure. It is fatal in 92 percent of cases if not properly treated within minutes.

WHAT ARE THE WARNING SIGNS AND RISK FACTORS OF SCA?

SCA often has no warning signs. In fact, the first symptom could be death. Athletes (and often their parents) don't want to jeopardize their playing time, so they may avoid telling parents or coaches in hopes that the symptoms will "just go away" on their own. Or, they may think they're just out of shape and need to train harder. Student athletes need to recognize and seek help if any of the conditions listed below are present.

Potential indicators that SCA is about to happen:

- Racing heart, palpitations or irregular heartbeat

- Dizziness or lightheadedness

- Fainting or seizure, especially during or right after exercise

- Fainting repeatedly or with excitement or startle

- Chest pain or discomfort with exercise

- Excessive, unexpected fatigue during or after exercise

- Excessive shortness of breath during exercise

Factors that increase the risk of SCA:

- Family history of known heart abnormalities or sudden death before age 50

- Specific family history of Long QT Syndrome, Brugada Syndrome, Hypertrophic Cardiomyopathy, or Arrhythmogenic Right Ventricular Dysplasia (ARVD)

- Family members with unexplained fainting, seizures, drowning or near drowning or car accidents

- Known structural heart abnormality, repaired or unrepaired

- Use of drugs, such as cocaine, inhalants, "recreational" drugs or excessive energy drinks

HOW CAN THE CONDITIONS OF SCA BE DETECTED?

Physical Exam and Medical History. Prior to participating in athletics, students are required to get a physical and complete a medical history. This form asks questions about family history and heart conditions. The physical exam should include listening to the heart.

Heart Screening. An electrocardiogram (ECG) is an effective diagnostic tool that detects irregularities. An abnormal ECG exam can lead to other tests like an echocardiogram, stress test, Holter monitor and more.

IF YOU THINK YOUR CHILD HAS EXPERIENCED ANY SCA SYMPTOMS

If your child has experienced any SCA-related symptoms, it is crucial to get follow-up care as soon as possible with a primary care physician. If the athlete has any of the SCA risk factors, these should also be discussed with a doctor to determine if further testing is needed. Wait for the doctor's feedback before returning your child to play, and alert his/her coach, trainer and school nurse about any diagnosed conditions.

California Education Code section 33479.5 and the California Interscholastic Federation (CIF) Bylaw 503 require implementation of a sudden cardiac arrest protocol that helps ensure and protect the health of student athletes:

> *A student who passes out or faints while participating in or immediately following an athletic activity, or who is known to have passed out or fainted while participating in or immediately following an athletic activity, must be removed from participation at that time by the athletic director, coach, athletic trainer, or authorized person. A student who is*

137

removed from play after displaying signs and symptoms associated with sudden cardiac arrest may not be permitted to return to participate in an athletic activity until the student is evaluated and cleared to return to participate in writing by a physician and surgeon.

For more information, visit: http://cifstate.org/sports-medicine/sca/index. (CIF)

Cut and RETURN bottom portion only. Please keep upper portion for your information.

I have reviewed and understand the symptoms and warning signs of SCA:

Student-athlete Name	Student-athlete Signature	Date

Parent or Legal Guardian	Parent or Legal Guardian Signature	Date

MAGNOLIA PUBLIC SCHOOLS

Certified Volunteer (C-Volunteer) Application Form

Magnolia Public Schools ("MPS") encourages parents/guardians and interested members of the community to volunteer at MPS as volunteering in the classroom can be extremely helpful to our teachers and valuable to our students. We thank all parents/guardians/community members for their willingness to volunteer.

School Name/Location and School Year: _____ Date: _____

Name: _____
　　　　　Last　　　　　　　　　First　　　　　　　　Middle　　　　Maiden Name/Other Names Used

Residence Address: _____
　　　　　　　　　　Street　　　　　　　　　　City　　　　　　　State　　　Zip

Home Telephone: _____ Work or Mobile Telephone: _____

Emergency Contact Name and Phone: _____ _____

Date of Birth: ____/____/____ CA Driver's License or ID Card: ☐ Yes ☐ No Number: _____

Physical Limitations: ☐ Yes ☐ No Explain: _____

_____

_____

Relationship to any student(s) or staff members at school? ☐ Yes ☐ No Explain: _____

_____

Languages spoken: _____

Please respond to the following: "I am interested in volunteering because _____

_____

_____

Do you have any felony convictions*: ☐ Yes ☐ No If so, please list: _____

_____

Have you **EVER** been convicted* of any sex offense for which you must register with any Law Enforcement Agency pursuant to Penal Code Section 290? ☐ Yes ☐ No

* Conviction includes a finding of guilty by a court in a trial with or without a jury or a plea or verdict of guilty.

I certify under penalty of perjury that the foregoing statements are true and complete, and I authorize MPS to complete a background check as a condition of school volunteer service, as provided by California Education Code 45125.1.

I understand that I will not receive any compensation or salary, or any other health or retirement benefits, or workers' compensation insurance coverage during this volunteer assignment. I agree to waive all claims against the MPS and hold the MPS, its officers, directors, agents, employees, authorizer, and volunteers harmless from any and all liability or claims which may arise out of or in connection with my participation in this volunteer activity.

Signature: _____ Date: _____

139

MAGNOLIA PUBLIC SCHOOLS

Volunteer Commitment and Procedures

The administration, staff, and students of Magnolia Public Schools ("MPS") are appreciative of all persons who are willing to commit time and energy to helping students succeed and to provide an excellent place of learning for all students. Most of the MPS activities and events simply would not happen without the participation of our volunteers.

Ways a Volunteer can help

- Room Parent

- Clerical Help

- Tutoring students (e.g.: math, computer activities, reading with students, etc.)

- Morning, lunch, yard, and/or dismissal supervision

- Chaperone Field Trips

- Help with special class events (e.g.: career fairs, fundraisers, etc.)

- Athletic support

Below are ethics and **guidelines** that must be followed while you are volunteering at MPS. These guidelines are designed:

- to promote a productive and safe environment

- to set appropriate expectations

- to clarify roles & responsibilities

APPLICATION AND SCREENING

Certified Volunteers ("C-Volunteers")

a. Who are C-Volunteers: These are volunteers that would like to volunteer with MPS on an ongoing basis.

b. Application Process: C-Volunteers must provide MPS with the following documents:

- Volunteer Application Form (signed)

- Volunteer Commitment Form (signed)

- Fingerprinting and Background Clearance (if volunteering outside of the direct supervision of a credentialed employee)

- Tuberculosis risk assessment or examination

- Valid photo I.D. (driver's license, passport, military ID, US or other government identification)

Single Event Volunteers ("SE-Volunteers")

a. Who are SE-Volunteers: These are volunteers that would like to volunteer at MPS for a one (1) day special event or activity.

b. Application Process: SE-Volunteers are not required to submit a volunteer application but must comply with the Volunteering Guidelines below and provide MPS with a valid photo I.D.

CONFIDENTIALITY: Volunteers should realize that they have a position of trust. Personal information pertaining to students or staff, as well as conversations between parents, teachers, staff members, and students MUST be kept confidential. Volunteers are NOT permitted to view any part of a student's records including test scores, report cards, attendance reports, or any other document to that would be included in student records. What you SEE or HEAR in a classroom, hallway, bathroom, on a field trip, or on the playground should be considered confidential and only discussed with a teacher, counselor or principal. For MPS to provide the best environment for learning, everyone's privacy must be respected. No gossiping will be permitted.

LIABILITY: MPS is proud to provide liability coverage and an accident policy for its volunteers, after any other valid and collectible insurance. In order to have this protection, all volunteers must sign in on MPS' volunteer / visitor sign in sheet (in every school office) every time they volunteer. Volunteers are not covered by Workers' Compensation.

CHILD NEGLECT AND ABUSE REPORTING: MPS volunteers are obligated under mandatory child reporting laws to report any suspected child neglect or abuse. Please refer to MPS mandatory reporting guidelines located in the MPS Employee Handbook.

SUPERVISION: Volunteers perform under the direction and supervision of MPS personnel. Any volunteers who are volunteering outside of the direct supervision of a credentialed employee must be fingerprinted and receive background clearance. Volunteers should know and follow MPS policies and rules. MPS, in its discretion and without a statement of reasons, may suspend any volunteer from further volunteer activities. No statement by the MPS establishes a property right to perform volunteer work.

COMMUNICATION: If you are unable to make it to school when you are expected, please call MPS and leave a message. Similarly, MPS staff will contact you if your time is cancelled or changed for any unforeseen reason. You may contact the School Office at _____, or email _____ with questions or for assistance. Please be dependable and on-time. Teachers and staff count on you!

STUDENT/VOLUNTEER RELATIONSHIP: Volunteers function in a position of trust and MPS does not extend that volunteer / student trust relationship outside of the supervised school environment. It is the responsibility of the volunteer to notify MPS immediately if he/she becomes involved with a student / family outside the school environment.

DISCIPLINE: A teacher or staff member is responsible for student discipline. If you see a child behaving in a way that endangers themselves or others, you need to stop the behavior and report it to a staff member. If a student continues to be noncompliant, disrespectful, or disruptive after a verbal warning, please notify a teacher or staff member. Student safety is the responsibility of all adults, but student discipline is the responsibility of MPS staff.

SIGN IN: Volunteers should always sign in at the front desk. A volunteer should always have a visitor's pass/sticker on while working on campus or while acting as a chaperone on a class field trip.

CELL PHONE/PHOTO/SOCIAL MEDIA: Cell phones may be used on campus however we ask that you use a "silent setting" so that the class is not disturbed. Phones should only be used for emergencies. Volunteers are not allowed to take photos or post on social media unless approved by MPS.

EMERGENCY PROCEDURES: Classroom procedures and escape routes are located in each room. Drills are performed throughout the year. During a fire drill, the entire building is evacuated and each classroom reports to a designated area outside on the MPS campus. Please take the time to familiarize yourself with these safety plans.

I have read the above information and agree to the guidelines and responsibilities.

_____   _____   _____
Name   Signature   Date

MPS Student/Parent Handbook   2022-23

MAGNOLIA PUBLIC SCHOOLS
Shadow Request Form

Visiting Person Information:

Person Visiting Is: ☐ Parent/Guardian ☐ Student ☐ Other (Please identify) _____

Parent/Guardian Name: _____

Home Address: _____

Phone #: _____ Email: _____

Student Name: _____ Date of Birth: _____ Grade: _____

If student is not a current student at MPS:

Is the student enrolled in MPS for the next school year? ☐ Yes ☐ No

Current School Name: _____

City: _____ State: _____ Country: _____

(if applicable) Health Concerns: _____

Visit Details:

Date(s) Wishing to be a Visitor: _____

Reason for Visit: _____

_____

_____

_____

Signatures:

_____   _____

Visiting Student Signature   Date

_____   _____

Visiting Parent/Guardian Signature   Date

Principal's Approval:

_____   _____   _____

Signature   Date   Parent Contact Made on Date

142

MAGNOLIA PUBLIC SCHOOLS

Dual and Concurrent Enrollment Form

Student Information:

Last Name: _____ First Name/MI: _____

Grade: _____ Date of Birth: _____ Cumulative GPA: _____

College Course Information:

College Name: _____

Course Title(s): _____

Course Dates/Hours: _____

_____

College Units: _____

High School Equivalency Information:

(if applicable) Equivalent High School Course: _____

High School Credits to Be Awarded: _____

Will Course Grade Be Recorded on the High School Transcript?

☐ No ☐ Yes *(unweighted)* ☐ Yes *(weighted)*

Notes: _____

_____

_____

_____

_____

_____

Signatures:

_____ _____

Student Signature Date

_____ _____

Parent/Guardian/Caregiver Signature Date

High School Counselor's Approval:

_____ _____

Signature Date

143

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: _____ First Name/MI: _____

(if applicable) Student Name: _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

    _____
    _____
    _____
    _____
    _____
    _____
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    _____
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    _____
    _____

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

    _____
    _____
    _____
    _____
    _____
    _____

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

    I have attached supporting documents.   ☐ Yes   ☐ No

    _____   _____

    Signature   Date

Mail complaint and any relevant documents to:

> CEO & Superintendent
> Magnolia Public Schools
> 250 E. 1st St. Ste 1500
> Los Angeles, CA 90012
> (213) 628-3634

144

MPS Student/Parent Handbook   2022-23

MAGNOLIA PUBLIC SCHOOLS

Title IX, Harassment, Intimidation, Discrimination, and Bullying Complaint Form

Your Name: _____   Date: _____

Date of Alleged Incident(s): _____

City: _____   Zip Code: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

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

_____   _____   _____

Signature of Complainant   Print Name   Date

To be completed by MPS:

_____   _____   _____

Received by   Date   Follow up Meeting with Complainant held on

145

MAGNOLIA PUBLIC SCHOOLS

Uniform Complaint Procedures Form

Last Name: _____   First Name/MI: _____

(if applicable) Student Name: _____   Grade: _____   Date of Birth: _____

Street Address/Apt. #: _____

City: _____   State: _____   Zip Code: _____

Home Phone: _____   Cell Phone: _____   Work Phone: _____

(if applicable) Location/School/Office of Alleged Violation: _____

Note: It is not required to use this form to file a UCP complaint. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

For noncompliance allegation(s), check the program or activity referred to in your complaint, if applicable:

☐ Accommodations for Pregnant and Parenting Pupils	☐ Education of Pupils in Foster Care, Pupils who Are Homeless, Migratory Pupils, former Juvenile Court Pupils now Enrolled in a public school and Children of Military Families	☐ Pupil Fees
☐ Adult Education		☐ Reasonable Accommodations to a Lactating Pupil
☐ After School Education and Safety		☐ Regional Occupational Centers and Programs
☐ Career Technical Education	☐ Every Student Succeeds Act	
☐ Child Care and Development	☐ Local Control & Accountability Plans (LCAP)/LCFF	☐ School Plans for School Achievement
☐ Compensatory Education		
☐ Consolidated Application	☐ Migrant Education	☐ School Safety Plans
☐ Course Periods without Educational Content	☐ Physical Education Instructional Minutes	☐ Schoolsite Councils

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

☐ Age	☐ Genetic Information	☐ Religion
☐ Ancestry	☐ Immigration Status/Citizenship	☐ Sex (Actual or Perceived)
☐ Color	☐ Marital Status	☐ Sexual Orientation (Actual or Perceived)
☐ Disability (Mental or Physical)	☐ Medical Condition	
☐ Ethnic Group Identification	☐ National Origin/Nationality	☐ Based on association with a person or group with one or more of these actual or perceived characteristics
☐ Gender / Gender Expression / Gender Identity	☐ Race or Ethnicity	

For bullying complaints not based on protected groups and other complaints not listed on this form, contact your school's Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator.")

146

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

    _____
    _____
    _____
    _____
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    _____

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

    _____
    _____
    _____
    _____
    _____
    _____
    _____

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

    I have attached supporting documents.   ☐ Yes   ☐ No

    _____   _____
    Signature   Date

    Mail complaint and any relevant documents to:

    CEO & Superintendent
    Magnolia Public Schools
    250 E. 1st St. Ste 1500
    Los Angeles, CA 90012
    (213) 628-3634

    To be completed by MPS:

    _____   _____   _____
    Received by   Date   Follow up Meeting with Complainant held on

147

MAGNOLIA PUBLIC SCHOOLS

Acceptable Use of Technology Agreement

As a user of Charter School technologies, I have read Student Use of Technology Policy and hereby agree to comply with it and the Acceptable Use Agreement.

I understand that use of school technology (including computers, email addresses, laptops, internet, and other technology resources) is a privilege and not a right. I understand that students who violate this policy in any way will be subject to discipline per school policies.

I understand that students will be provided a school email address and that teachers may communicate directly with students through this school email and applications including but not limited to StudentSquare, Infinite Campus, and Google Classroom. As a student, I understand and agree to utilize my school email address respectfully and professionally by 1) only using my school email address for school-related communications with my teachers, other staff, or other students as required, 2) not using my school email address to register for websites or applications unless directed by a teacher. I understand and agree that all regulations specified in the MPS Technology Policy and Acceptable Use Agreement, including the prohibition against cyberbullying, are applicable to any and all communications I send using my school-issued email address.

I understand that computer use is a privilege and not a right. I understand that students who violate this policy in any way will be subject to a referral and possible suspension or expulsion. I understand that if a student willfully damages MPS property, including but not limited to MPS's technology, equipment and networks, or fails to return MPS's property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct up to an amount not to exceed ten thousand dollars ($10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, MPS may withhold the student's grades, transcripts, and diploma until the damages have been paid or the property has been returned. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, MPS will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades, transcripts and diploma will be released. When the minor and parent are unable to pay for the damages, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. A student over the age of majority shall be liable for the same. (Ed. Code § 48904).

Signatures:

Student Name	Student Signature	Date	Grade

Parent/Guardian/Caregiver Name	Parent/Guardian/Caregiver Signature	Date

MAGNOLIA PUBLIC SCHOOLS

Receipt of and Agreement to the MPS Student/Parent Handbook

and the School-Parent-Student Compact

I have received a copy of the Magnolia Public Schools Student/Parent Handbook including the Student Use of Technology Policy-Acceptable Use of Technology Agreement, and the School-Parent-Student Compact, or I can access it at the school website. I understand that it is a source of information and a set of guidelines for implementation of school policies and procedures.

I have read, understood, and agreed to the Student/Parent Handbook and the policies within, including the Student Technology Use Policy-Acceptable Use Agreement and School-Parent-Student Compact.

I understand that Magnolia Public Schools can unilaterally rescind, modify, or make exceptions to any of these policies, or adopt new policies, at any time. I also understand that the provisions of the Handbook will control over any contrary statements, representations or assurances made by any supervisory personnel except those made in writing by the CEO & Superintendent or his or her designee.

Notes

- Please read and discuss the policies, procedures, and expectations with your child/children before signing and returning the receipt on this page.

- Each individual MPS school may include amendments into this handbook addressing local issues.

- Any changes or additions to this handbook will be given to the students and parents/guardians in writing.

Signatures:

_____   _____   _____

Student Name   Student Signature   Date

_____   _____   _____

Parent/Guardian/Caregiver Name   Parent/Guardian/Caregiver Signature   Date

(If known, circle grade and group.)

Grade:

TK	K	1	2	3	4	5	6	7	8	9	10	11	12

Group:

A	B	C	D	E	F	G	Other:

Copy for Student File

Coversheet

Community Schools Planning Update

Section: IV. Information/Discussion Items
Item: A. Community Schools Planning Update
Purpose: Discuss
Submitted by:
Related Material: Community Schools Planning Update.pdf

Board Agenda Item #	IV A: Information/Discussion Item
Date:	June 23, 2022
To:	Magnolia Public Schools - Board of Directors
From:	Amanecer Consulting, Iris Zuniga and Karina Favela-Barreras
Staff Lead:	Dr. Brenda D. Lopez, Chief External Officer (CXO)
RE:	Community Schools Planning Update

Proposed Board Recommendation

No action is needed. This is an information item to report out on the work that started to build the framework for the implementation of the community school model

Introduction

Magnolia Charter Schools strives to create community schools across its network to improve school responsiveness to student and family needs, and to organize school and community resources to address barriers to learning. By partnering with Amanecer Consulting to convene community, cross-sector partners, and use data to transform practices and inform strategies.

Amanecer Consulting works with public sector, philanthropic, and nonprofit clients in exploring and identifying new approaches to their work and its impact through organizational development, strategic planning, capacity building and coaching, program development and systems for successful implementation, and preparing for funding opportunities. The team is skilled in responding to information needs at program, collaborative, and systems levels. The team approaches the work in partnership and collaborative decisions with the client and key educational partners, uplifting the expertise and knowledge of those community members who are most impacted by the work.

Background

In March 2022, the CDE announced the release of RFA for the California Community Schools Partnership Program - Planning Grant (CCSPP-PG) to which Magnolia Charter Schools submitted applications for 9 school sites. The CCSPP-PG is an initiative which supports the planning of a community school framework. A community school is a "whole-child" school improvement strategy where the school(s) work closely with teachers, students, and families. Community schools partner with community agencies and local governments to align community resources to improve student outcomes. These partnerships "provide an integrated focus on academics, health and social services, youth and community development, and community engagement." Many community schools operate year-round, morning to evening, and serve children and adults. Community schools often serve neighborhoods where economic and social barriers to learning are prevalent.

Analysis

Prior to the announcement in March and already understanding that this opportunity would be open to our community, Magnolia partnered with Amanecer Consulting to support the application process as a thought partner and already started to identify areas of strengths and needs that would align Magnolia closer to the community schools model. We started the work by identifying three schools to work directly with Amanecer over the course of the application process and until the end of the 2021-22 school year. The three schools identified were Magnolia Science Academy 1, 3, and 7. MSA 1 serves as our flagship school and has the highest enrollment across all our schools, MSA 3 has diverse demographic needs and has established connections with the community including from local elected officials and MSA 7 is our stand alone elementary school offering grades TK-5.

Budget Implications

$200, 000 was awarded to each school for the planning grant period. A significant portion of the funds will pay for the cost of a Community Schools Coordinator for each school site. We are currently in the candidate search phase.

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

The CCSPP-PG is a one-year initiative to support planning activities to further develop and integrate strong strategies to address the four evidence-informed programmatic features, which are aligned and integrated into high-quality, rigorous teaching and learning practices and environments. The work coordinated during the planning grant year will support development of structures and systems to increase high-action / high-alignment across strategies and support for students and family members. By developing and implementing strong systems which can be outlined in the implementation application to CDE during the next round of funding.

Exhibits (Attachments):

▪   Slide Deck

Magnolia Public Schools Community School Model

With Amanecer Consulting

Introductions

Over the past **20 years**, Co-founding Partners, **Iris and Karina** have served as **results-driven leaders** in the education and human service sectors. **Committed to increasing support** and access for families in communities of opportunities with an emphasis on community improvement.

Possess extensive experience in **place-based and collective impact strategies**; ability to scale impact and leverage resources to increase investments.

Background

Preparation for Planning Grant

- Meet w/ Executive Leadership
- Focus Group Protocol
- Review and support with State Grant Application
- Inventory of existing services

Research + Focus Groups

- Conduct Focus Group
- Compile notes and recommendations
- Draft Logic Model
- Program Inventory

Planning Grant Awarded ($1.8Million)

- Finalize logic model
- Tools to hire CS Coordinators
- Professional Development Roadmap
- Planning Grant Implementation Timeline

TBD Implementation Grants-Summer 2023

Scope of Work
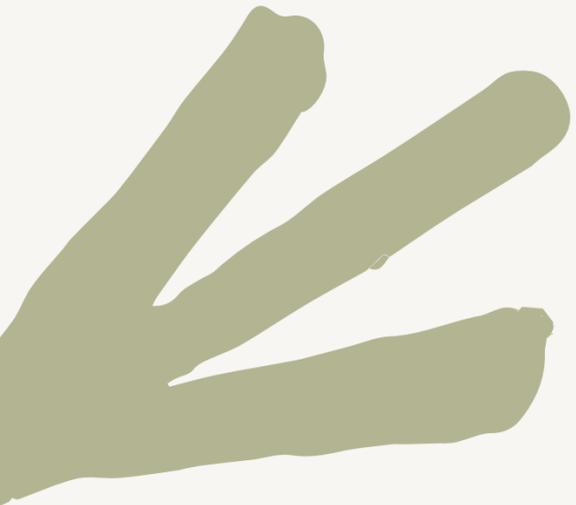
Timeline

Discovery & Diagnostics

- Strategy & Next Steps Meetings
- CCSPP RFA –planning & review Meetings.
- Support with Grant Abstract & Budget - Finalize and submit

Model Development

- School Site Meetings: School Administrators & PACE Coordinators
- Facilitate Focus Groups
- Attend Anchor Meetings
- Tools: Logic Model, Job Description, Community Engagement Plan

Model Refinement + Implementation

- Expanding Across Magnolias Network
- Coaching & Development
- Grant Management
- Implementation Guidance
- Support with Funding Opportunities

Today's Discussion

We will provide an overview of the focus group findings and recommended logic model influenced by the Profile of a Graduate + Community School four Pillars + Community Input

Focus Groups

Students

- Students feel engaged, respected and welcomed
- Enjoy small school site
- Feel part of the school community
- Would like: Additional Academic Programs & Supports

Parents

- Feel welcomed & supported
- School is accessible and engaging with parents
- Would like: Strategies to support students at home,

Portrait of a Graduate

Six Competencies

- Literacy with a Learner's Mindset
- Critical Thinking
- Creativity
- Effective Communication
- Adaptability
- Global Citizenship

Community School Model
Four-Pillars
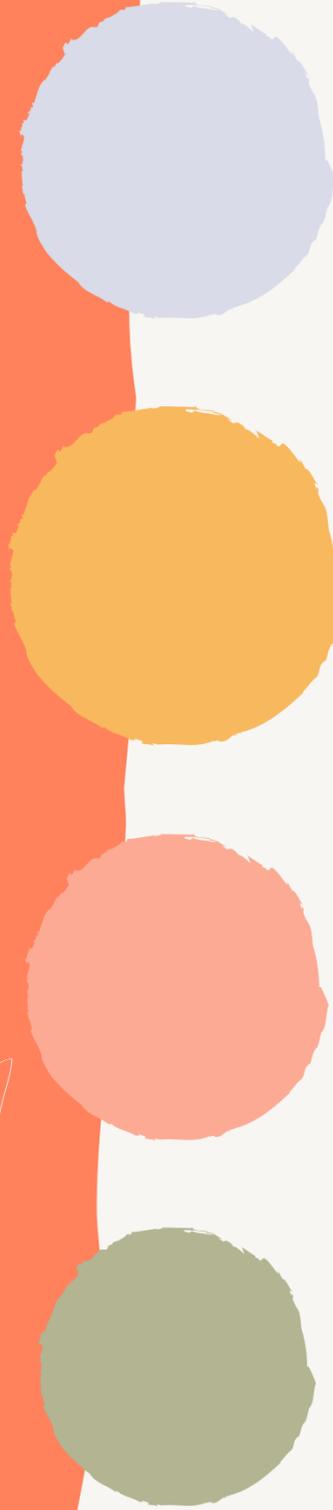
Integrated Support Services

Family and Community Engagement

Collaborative leadership and shared decision making

Extended/expanded learning time and opportunities.

Logic Model

Community Schools Logic Model

Goal: All Students are ready for success: College, career, and life; and are healthy and secure in their identity

Theory of Action: If school/community partners meet the needs of the whole child, then transformational changes will occur that result in healthy, secure students ready for college, career and life.

Resources / Inputs	Activities	Outputs	Short-term Outcomes	Intermediate Outcomes	Long-term Impact
• Community School Coordinator W/ Site-based and Community based leadership teams • The Four Pillars of CS • Sufficient Staff (expertise + availability) – School Leaders, District/Home Office Leaders, Additional CS Staff • Sufficient resources (e.g., funding, facilities, leverage other funds) • Available/relevant partners – community supports • Leadership & Initiative level infrastructure • Resources & Evidence-based practices	• Family and Community engagement (e.g. adult education) • Extended Learning Opportunities/Youth Development • Health, mental health, and social services; family support • Social and Emotional Learning • Early Childhood Development • Professional development (school staff and community) • Linkages between schools and partners	• Supported Families • Communication Strategies (e.g., newsletters, web-based information, parent/community meetings, open houses, school/district documents) • Comprehensive learning supports • Integrated and improved academic enrichment and social services to support children's intellectual, social, emotional, and physical development • High-quality, engaging, instructional programs • Partner integration into the school day (partnership agreements) • Number and quality of supportive services programs • Data dashboards – reports of progress and outcomes	• Children are ready to enter school • Students attend school consistently • Students are actively involved in learning and their community • Families are increasingly involved in their children's education • Schools are partnering with families, communities, organizations, and businesses	• Students succeed academically • Students are healthy: physically, socially, and emotionally • Students live & learn in a safe, supportive, and stable environment • Communities are desirable places to live	**Students graduate ready for college, careers, and citizenship**

Let's Discuss Next Steps

Finalize Logic Model, Community Engagement Plan
Advisory Board Structures
Launch Official Planning Process July 1st for 9 sites

Build the Community School's Coordinator Team
Map out training track for new and existing team
Coaching and Development
Communications strategy for all parties involved

Q and A
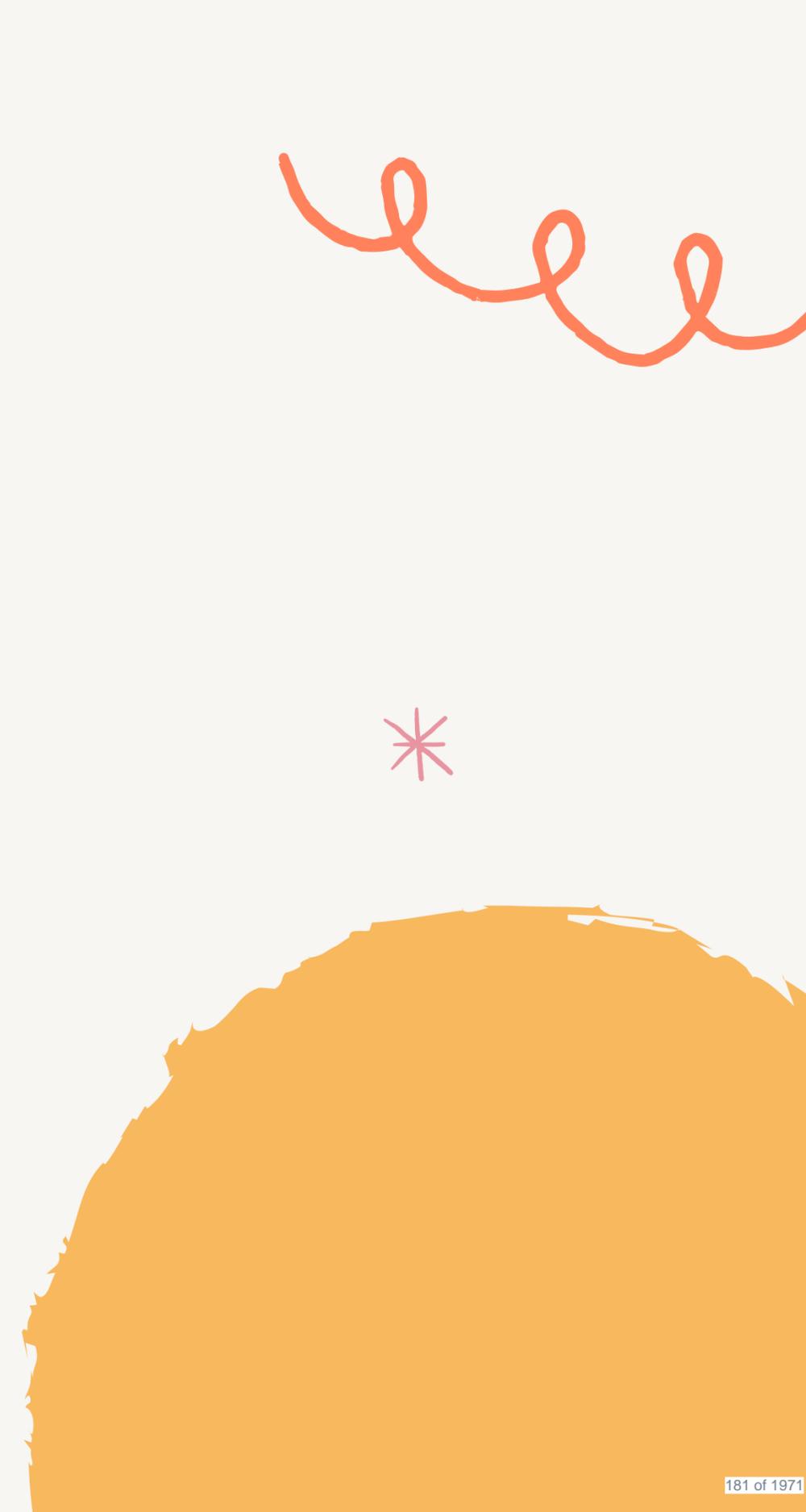
Thank You

Coversheet

Academic Updates

Section: IV. Information/Discussion Items
Item: B. Academic Updates
Purpose: Discuss
Submitted by:
Related Material: Academic Department Updates.pdf

Board Agenda Item #	IV B: Information/Discussion Item
Date:	June 23, 2022
To:	Magnolia Public Schools - 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 -
- PBIS Recognition Application & Process
- Program completion data - IXL, MyON
- Academic Department Deliverables and Priorities for 2022-2023

Attachments
1. Slide deck for Academic Updates

1

ACADEMIC UPDATES

MPS Board Meeting - June 23, 2022

End of the Year Updates

❏ Graduation and Promotion Events

❏ College Acceptances

❏ Summer School

❏ NWEA MAP Assessment Results -

❏ PBIS Recognition Application & Process

❏ Program completion data - IXL, MyON

❏ Academic Department Deliverables and Priorities for 2022-2023

CONGRATULATIONS Class of 2022

Graduations & Promotions

Special thanks to MPS Board Members taking the time, energy and funds to be make our moments even more memorable.

❏ 254 High School Students

❏ 710 Middle School Students

❏ 102 Elementary School Students

#MPSGrad

MAGNOLIA PUBLIC SCHOOLS
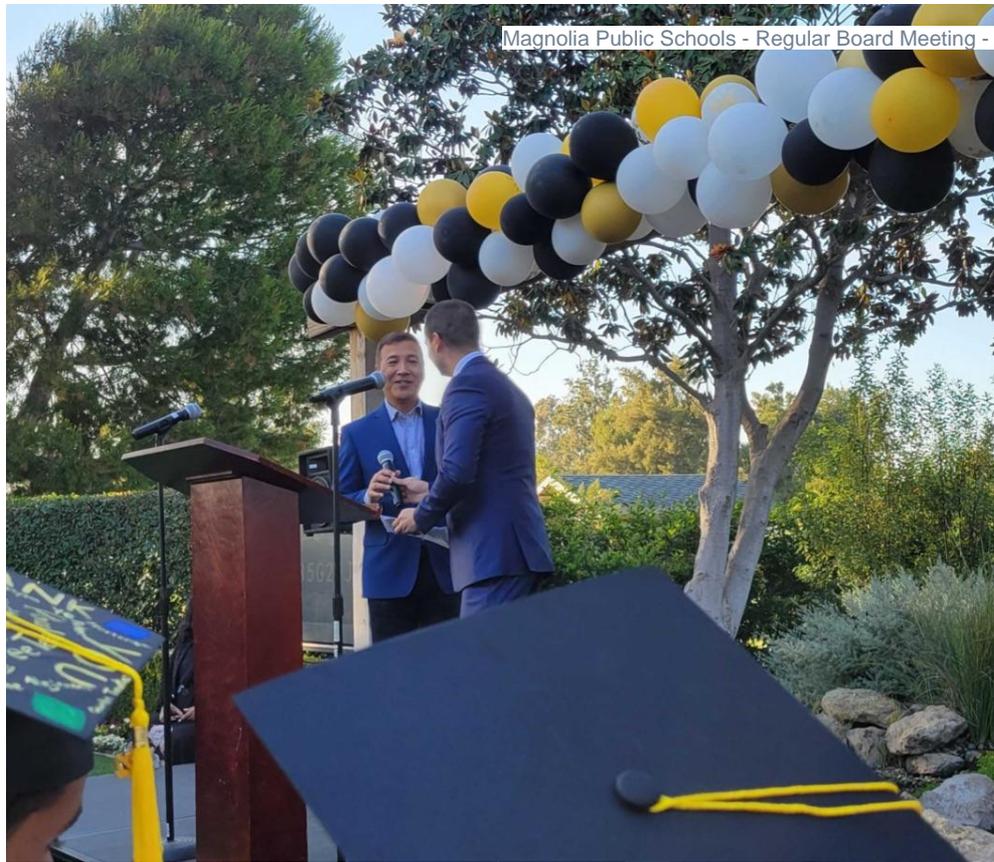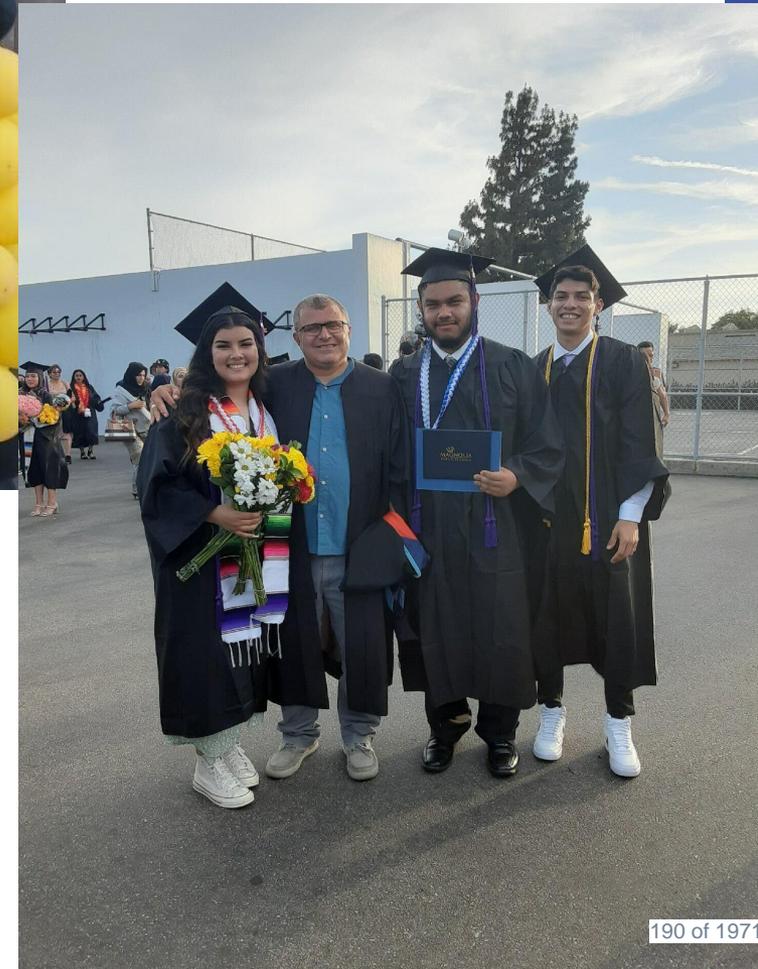
Class of 2022
College Highlights
254 seniors

Presented by Will Gray
College & Career Readiness Program & TOSA Coordinator

ORGWIDE ACCEPTANCES

CAL STATE ACCEPTANCES

MAGNOLIA-WIDE CSU ACCEPTANCES BY CAMPUS

392

UNIVERSITY OF CALIFORNIA ACCEPTANCES
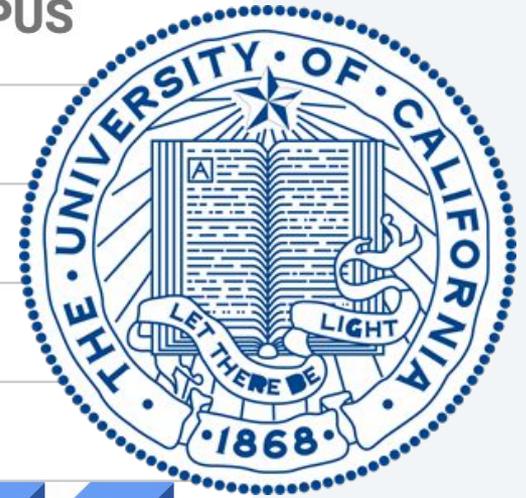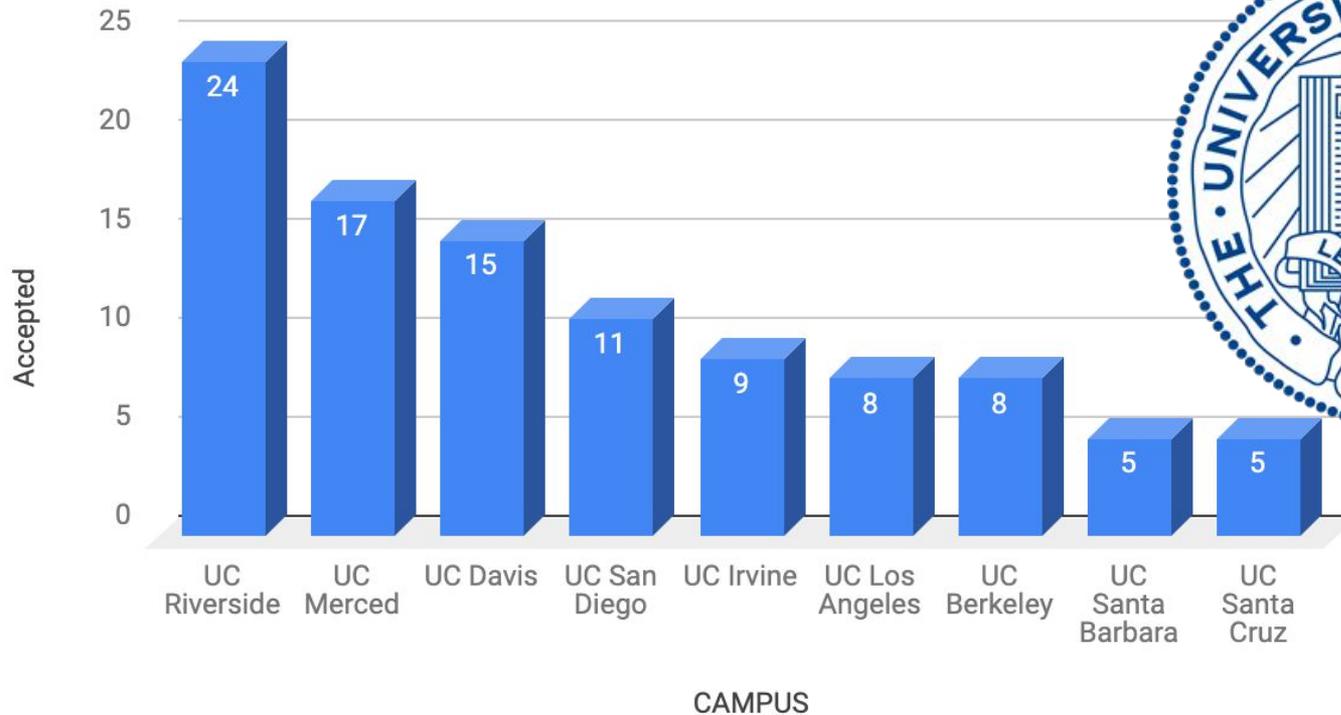
PRIVATE AND OUT-OF-STATE ACCEPTANCES
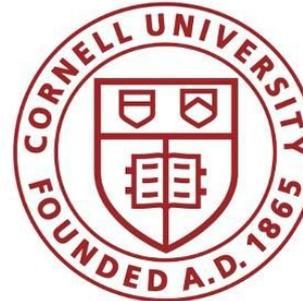
SCHOLARSHIPS

MSA-1 Home of The Warriors
- Three UCI Chancellor's Excellence Scholars

MSA-2 Home of The Mustangs
- Cornell University Freshman Transfer Admission
- USC Freshman Transfer Admission
- Bennington College Admission with $80,104.00 in financial aid.
- Pepperdine University Admission with $62,415.oo in financial aid.
- Loyola Marymount University Admission with $49,515.00 in financial aid.
- Whittier College Admission with $65,137.00 in financial aid.
- UC Berkeley Merit Scholarship $10,537.00
- UCSB Merit Scholarship $9,852.00

MSA-3 Students received scholarships to…
- UCI Chancellor's Excellence Scholars
- One of our students at MSA-3 won the Presidential Scholarship
- One of ours students at MSA-3 won the Vanguard University Scholarship
- One of our students at MSA 3 won the UC Scholarship
- One of our students won the Hilltop Scholarship
- One of our students won the Aggies Scholarship from Davis

MSA-4 Eagles students received scholarships to…
- $2000 UCLA Bruin Success Scholarship
- $3000 Craig & Gigi Barto Centennial Scholarship
- $15,625 Berkeley UG Scholarship
- MSMU Admission with $17,000 Provost Scholarship Award

MSA-5 Los Lobos
- USC Merit Scholarship
- UPenn UG Scholarship
- UC Berkeley Merit Scholarship
- CPS Cal Poly Scholarship

MSA-Santa Ana
- UC Irvine Scholarship: Tuition & Housing
- UC Berkeley Scholarship: Tuition & Housing

ORGWIDE UC, CSU & COMMUNITY COLLEGE COMMITMENTS

CAL STATE ACCEPTANCES AND COMMITMENTS
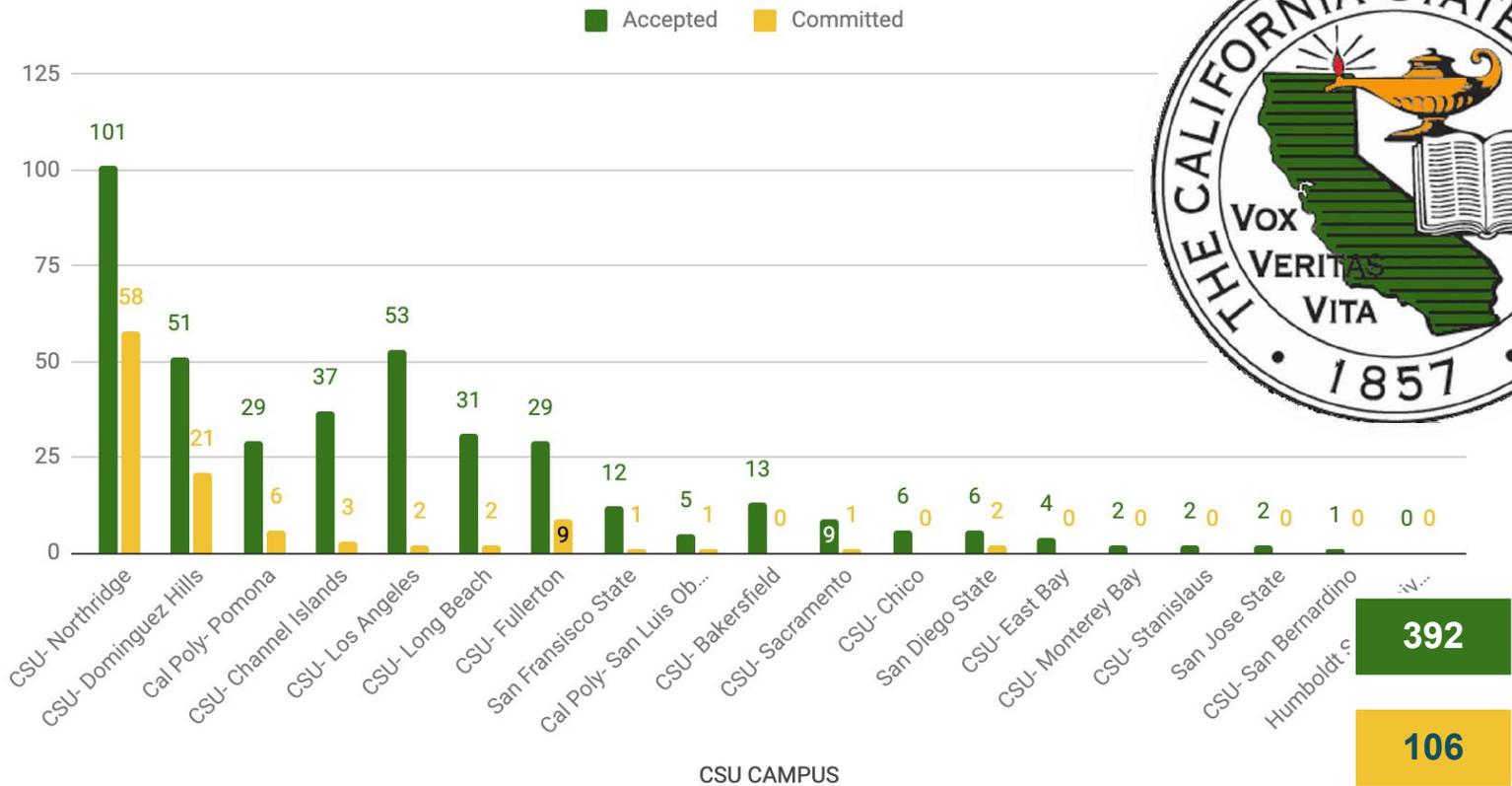
UNIVERSITY OF CALIFORNIA ACCEPTANCES AND COMMITMENTS
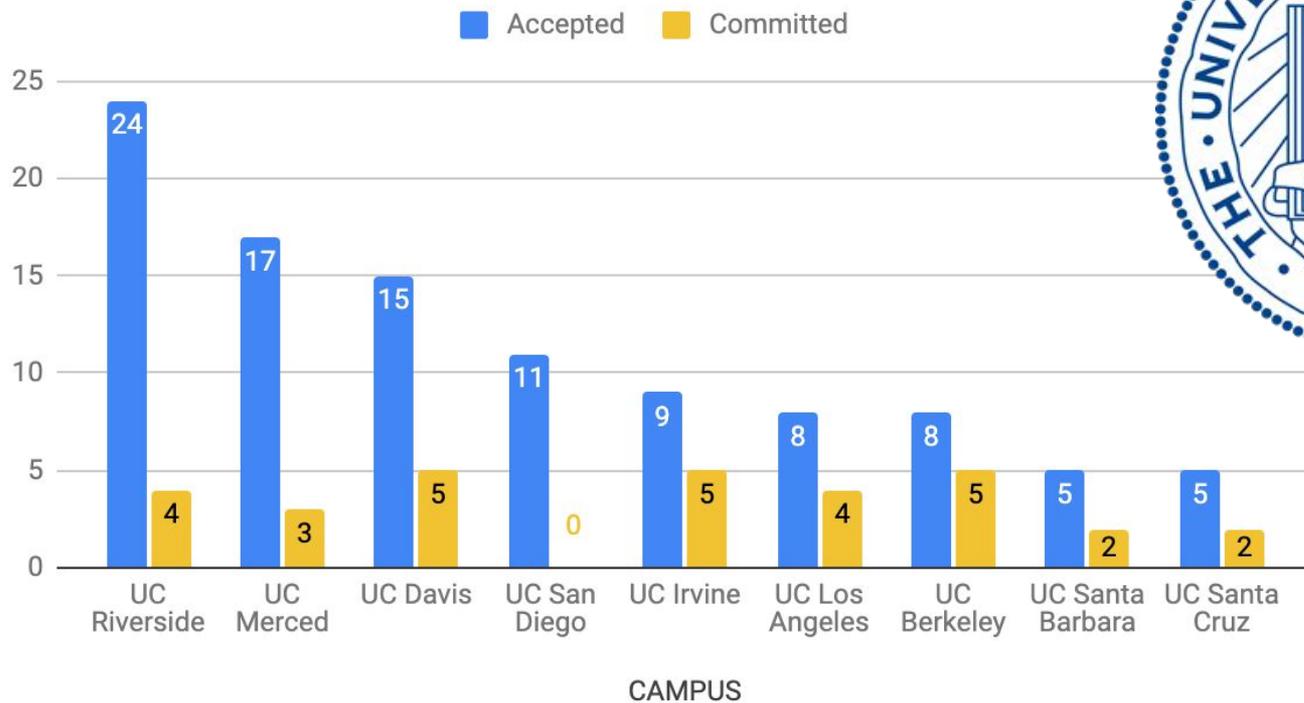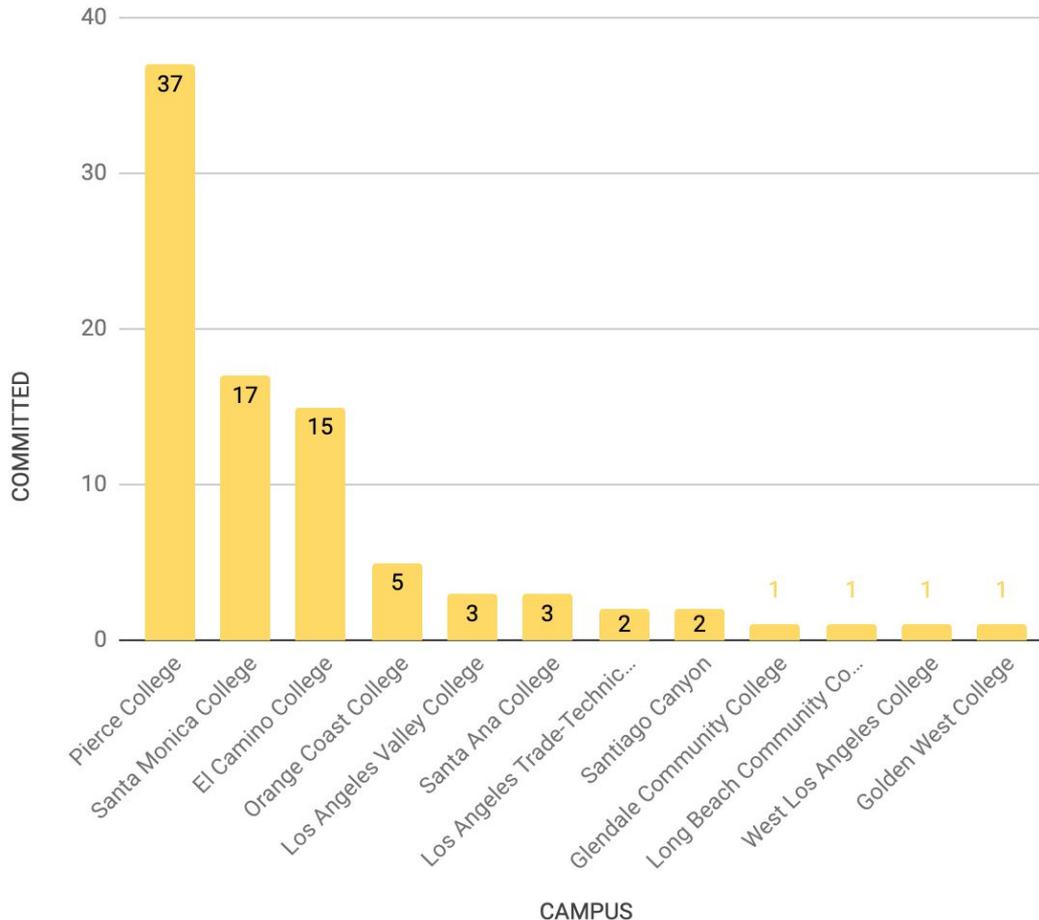
COMMUNITY COLLEGE COMMITMENTS

COLLEGE COMMITMENTS

Historically Black Colleges and Universities (HBCUs)	3
Private out-of-state 4 year	1
Public out-of-state 4 year	1
Private in-state 4 year	2
Private in-state 2 year	1

30   **106**   **88**   **9**

233 out of 254 = 91.7% college commitment rate

SCHOOLSITE ACCEPTANCES & COMMITMENTS

MSA-1

College	Accepted	Committed
Pierce College	33	23
California State University, Northridge	43	29
California State Polytechnic University - Pomona	12	3
California State University, Channel Islands	16	2
California State University, Fullerton	2	1
University of California, Berkeley	3	1
University of California, Davis	3	1
University of California, Irvine	3	1
University of California, Merced	7	1
University of California, Santa Cruz	2	1
California Institute of Technology	1	1
WCUI School of Medical Imaging	1	1

MSA-2

College	Accepted	Committed
Glendale Community College	**1**	**1**
Los Angeles Valley College	**40**	**2**
Pierce College	**15**	**14**
California State University, Los Angeles	**9**	**1**
California State University, Northridge	**21**	**15**
University of California, Los Angeles	**1**	**1**
University of California, Merced	**3**	**1**
University of California, Santa Barbara	**2**	**1**
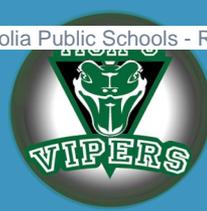
MSA-3

College	Accepted	Committed
El Camino College	**18**	**15**
Santa Monica College	**3**	**2**
Long Beach Community College	**1**	**1**
California State University, Dominguez Hills	**16**	**7**
California State University, Fullerton	**9**	**1**
California State University, Long Beach	**7**	**1**
San Francisco State University	**6**	**1**
University of California, Davis	**4**	**3**
University of California, Riverside	**4**	**3**
University of California, Irvine	**3**	**2**
University of California, Los Angeles	**3**	**2**
University of California, Santa Barbara	**n/a**	**1**
University of Southern California	**1**	**1**
Alabama State University	**2**	**1**
University of Las Vegas	**1**	**1**
Jackson State University	**2**	**2**

MSA-4

College	Accepted	Committed
Santa Monica College	5	5
West Los Angeles College	1	1
California State University, Dominguez Hills	16	9
Cal Poly Pomona	6	2
California State University, Los Angeles	12	1
California State University, Long Beach	2	1
California State University, Channel Islands	7	1
California State University, Northridge	9	1
University of California, Los Angeles	1	1
University of California, Merced	4	1

MSA-5

College	Accepted	Committed
Pierce College	**5**	**3**
Los Angeles Valley College	**1**	**1**
California State University, Northridge	**20**	**13**
California Polytechnic State University, San Luis Obispo	**2**	**1**
University of Southern California	**1**	**1**

MSA-Santa Ana

College	Accepted	Committed
Santa Ana College	5	5
Orange Coast College	5	5
Santiago Canyon	1	1
CSU Fullerton	14	7
CSU Dominguez Hills	5	5
CSU San Diego	2	2
Cal Poly Pomona	3	1
CSU Sacramento	1	1
UC Berkeley	2	2
UC Irvine	2	2
School of Art Ins of Chicago	1	1
Penn State	1	1

HOW DO WE SUPPORT OUR NON-COLLEGE BOUND STUDENTS?

NON-COLLEGE BOUND PLAN *new*

Summer school courses for graduation:

_____

_____

Aspirations/Future Career Goals:

_____

_____

Steps to achieve Career Goals:

- ☐ Search for careers on CaliforniaColleges.edu
- ☐ Write a resume
- ☐ Apply for FAFSA/CADAA
- ☐ Search for apprenticeship programs at https://www.dir.ca.gov/databases/das/aigstart.asp
  Apprenticeships are a work-based learning model where apprentices have supervised on-the-job training, along with job-related education, all while earning a wage that increases during the progression of the program.
- ☐ Other: _____

Training/certificates/experience needed:

- ☐ : _____
- ☐ : _____
- ☐ : _____
- ☐ : _____

Locations that offers training:

- ☐ : _____
- ☐ : _____
- ☐ : _____

Apply for training programs at:

- ☐ : _____
- ☐ : _____
- ☐ : _____
- ☐ : _____

Apply for apprenticeship programs:

- ☐ : _____
- ☐ : _____
- ☐ : _____
- ☐ : _____

OTHER NOTES (IF NEEDED):

_____

_____

Career Success Planning Meeting Agenda	
	Transcript Evaluation and current grade check done. Credit Recovery plan (if needed) discus
	Each Section of the form is discussed and documented.
	The student needs to do further research on this area:
	A copy of this form is provided to the student/parent.

1

NEXT STEPS

COLLEGE & CAREER PROGRAM NEXT STEPS

- Increase the percentage of students that qualify for UC and CSU admission via A-G course passage
- Increase the percentage of seniors accepted to four-year universities, particularly for STEM programs
- Implement the comprehensive College & Career Readiness Program in 2022-23
- Provide training to counselors on career guidance for students. Implement TK-12 college and career readiness curriculum.
- Support school sites with post-secondary outcomes data and analysis

QUESTIONS?

MPS Summer Schools

❏ July 5 - July 22/29

❏ About 1,120 students and about 110 staff from 10 schools

❏ $350K from various funds including ELOG, TITLE I, ELOP

❏ Received $57 Enrichment Grant from Great Public Schools

Now (GPSN)

❏ In-person, hybrid, online

❏ Focus

    ❏ Learning Enrichment and Acceleration (Learning Fun/ STEAM)

    ❏ Credit Recovery and Makeup

    ❏ Bridge Programs (Intro to STEAM)

    ❏ Social-Emotional and Mental Health

    ❏ Prioritized Groups- Homeless, Foster Youth, SPED, EL's

NWEA MAP Fall to Spring -
Percent of Students meeting Growth Targets

All Schools in READING

Percent of Students meeting Growth Targets

		2020-21: (Fall to Spring)	2021-22: (Fall to Spring)		MAP Reading - Fall 2021 to Spring 2022				
		Baseline	**Target**		**Count With Projection**	**Count Met Projection**	**Percent Met Growth Projection**	**Exceeded Target by**	**On Target?**
SP4	Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring *(Source: NWEA MAP)*								
	MSA-1	57.6%	58.0%		600	297	49.5%	-8.5%	N
	MSA-2	65.0%	67.0%		428	288	67.3%	0.3%	Y
	MSA-3	50.2%	53.0%		213	128	60.1%	7.1%	Y
	MSA-4	74.3%	75.0%		73	50	68.5%	-6.5%	P
	MSA-5	60.4%	62.0%		173	147	85.0%	23.0%	Y
	MSA-6	61.6%	62.0%		79	52	65.8%	3.8%	Y
	MSA-7	36.6%	45.0%		229	122	53.3%	8.3%	Y
	MSA-8	49.8%	61.0%		369	158	42.8%	-18.2%	N
	MSA-SD	47.3%	60.0%		370	233	63.0%	3.0%	Y
	MSA-SA	42.7%	52.0%		367	169	46.0%	-6.0%	P
	MPS	53.1%	60.0%		2,901	1,644	56.7%	-3.3%	P

Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection

Bar chart values: MSA-1 49.5%, MSA-2 67.3%, MSA-3 60.1%, MSA-4 68.5%, MSA-5 85.0%, MSA-6 65.8%, MSA-7 53.3%, MSA-8 42.8%, MSA-SD 63.0%, MSA-SA 46.0%, MPS 56.7%

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'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
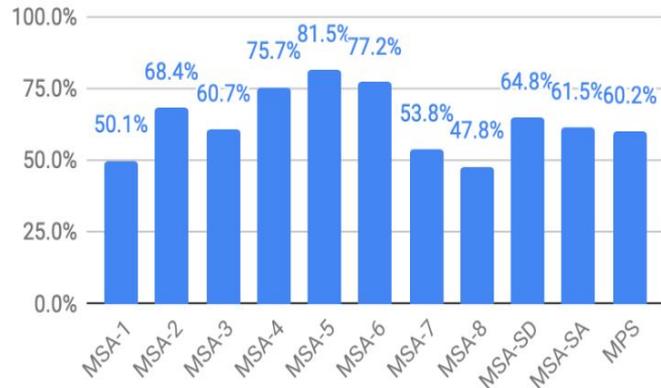
		2020-21: (Fall to Spring)	2021-22: (Fall to Spring)		MAP Mathematics - Fall 2021 to Spring 2022				
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)		**Baseline**	**Target**		**Count With Projection**	**Count Met Projection**	**Percent Met Growth Projection**	**Exceeded Target by**	**On Target?**
	MSA-1	57.7%	62.0%		609	305	50.1%	-11.9%	N
	MSA-2	67.4%	68.0%		424	290	68.4%	0.4%	Y
	MSA-3	49.5%	56.0%		191	116	60.7%	4.7%	Y
	MSA-4	73.5%	75.0%		74	56	75.7%	0.7%	Y
	MSA-5	59.3%	65.0%		189	154	81.5%	16.5%	Y
	MSA-6	60.0%	62.0%		79	61	77.2%	15.2%	Y
	MSA-7	23.2%	50.0%		223	120	53.8%	3.8%	Y
	MSA-8	48.5%	60.0%		368	176	47.8%	-12.2%	P
	MSA-SD	47.0%	60.0%		369	239	64.8%	4.8%	Y
	MSA-SA	40.5%	43.0%		369	227	61.5%	18.5%	Y
	MPS	52.0%	60.0%		2,895	1,744	60.2%	0.2%	Y

Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection

- 50.1% MSA-1
- 68.4% MSA-2
- 60.7% MSA-3
- 75.7% MSA-4
- 81.5% MSA-5
- 77.2% MSA-6
- 53.8% MSA-7
- 47.8% MSA-8
- 64.8% MSA-SD
- 61.5% MSA-SA
- 60.2% MPS

.

'On target?' indicator is an internal LCAP metric - a measurement from Baseline to the school-set-Target.

Positive Behavioral Interventions and Supports (PBIS)
Submission for State Recognition & Process

Background

- PBIS is a framework for enhancing the adoption and implementation of a continuum of evidence-based interventions to achieve positive academic and behavioral outcomes for all students
- 2015 a statewide initiative was implemented to recognize and acknowledge schools for implementation
- 2020-21, MSA 2 embarked in the process and was awarded the Bronze Recognition
- 2021-22, All MPS embarked in the process and submitted application prior to May 13, 2022.

Outcomes

- Awaiting state to process application
- Schools assessed program and developed goals to refine schoolwide practices

Positive Behavioral Interventions and Supports (PBIS) Submission for State Recognition & Process cont…

Elements of PBIS

- Develop a continuum of scientifically based behavior, social emotional and academic interventions and supports
- Use data to make informed decisions and solve problems
- Arrange the environment to prevent the development and occurrence of problem behavior
- Teach and encourage pro-social skills and behaviors
- Implement evidence-based behavioral practices with fidelity and accountability
- Monitor student performance & progress continuously

TIER 3: Individualized interventions for students with intensive/chronic behavior challenges
- Individual Therapy
- Functional Behavior Assessments (FBA)
- Behavior Intervention Plan (BIP)
- Wraparound Support
- Crisis Response

TIER 2: Specialized interventions for learners who are at-risk for academic or social failure due to behavior challenges
- Check-in Check-out
- Social Skills Groups
- Small Group Counseling
- Restorative Justice Circles & Conflict Resolution

TIER 1: School-wide interventions for all learners to prevent behavior challenges
- Behavior Expectations
- Acknowledgement System
- Social Skills Instruction
- Active Supervision & Engagement

IXL Data (1st year of implementation)

Academic Department Service Improvements and Priorities

2022/2023 School Year

NOTE

These slides are to be used to identify MPS Academic Department's **revision of services and support for the upcoming school year** after hearing from all school sites through the surveys and in-person feedback. The AT will **run another survey to capture agreement** and/or additional feedback/asks from school teams.

Areas of Need
(Based on Survey Feedback)

1

School Site Visits, in-person, and virtual support

2

New Teacher Trainings and Support

3

Curriculum guidance and support

4

Professional Development Services

5

Support for Elementary Programs

Need 1:
School Site Visits and In Person Support

Instructional Rounds

Day-Long visits comprising Instructional Rounds to be conducted by the Academic Team **four times a year**. Each teacher will be visited for approximately **10 minutes**.

Purpose & Scope

- **September**: Baseline observations used to gather data around instructional practices for the year.

- **November/December**: Check-in #1 to observe, provide feedback around instructional practices goals, and support schools with initial preparation for authorizer visits.

- **January/February**: Check-in #2 to observe, provide feedback around instructional practices goals, and support schools with preparation for authorizer visits. (replaces mock visits for LAUSD schools & adds an additional visit for other schools)

- **April**: Summative observations for the year regarding instructional practices goals. Final feedback loop for the school with recommendations to consider when planning for next school year.

Structure

- At least 3 members of the Academic Team will be present for each visit (as many team members as available will attend)
- Teamed walkthroughs with pre-brief and debrief meetings.
- Also time for document review to prepare for authorizer/accreditation visits

Need 1: Special Education and Student Services Specific

The Student Services/ SPED/ Support Services academic team members will provide additional onsite support by visiting two schools per week. There will be 2-3 members of the SPED/Student Support - academic team per school per week. Our team members will participate as follows:

Special Education and Support Services

- **Monthly SPED Professional Development Meetings**
- **Weekly SPED / Director Office Hours**
- **Attendance at Weekly SPED meetings upon request**
- **7:30 "All things SPED" - Weekly Support and Training**
- **Attend IEP, SART, 504, or Due Process Meetings (formal and informal) as agreed upon by the school administrative team**
- **Hold student support classes – SEL or parent workshops**
- **Assist with challenging parent meetings**
- **Support with PBIS, suspensions, and expulsion hearings**
- **Assist and guide, Alternative Dispute Resolution hearings**
- **Assist with mobilizing Crisis Intervention Teams as deemed appropriate**

Student Services

- **Monthly Dean of Students Meetings**
- **Conduct CPI Training for staff members**
- **Quarterly meetings with Athletic Directors**
- **Technical support with discipline procedures**
- **Monthly SART meetings**
- **Technical support and guidance with PBIS & MTSS implementation**
- **Collaboration with SPED and Crisis Intervention Teams**
- **Support with Parent Complaints**
- **Organize task forces to review policies and procedures**

Need 1:
Dean/VP/AP In-Person and Virtual Support

Assigned Academic Team Liaison for Deans of Academics

- One-on-one talks and collaboration
- Biweekly check-ins (on off weeks from DoA meetings)
- Individualized support based on needs
- DOA/DOS/Coordinator Meetings
  - Area of focus for each meeting
  - Presentation and discussion of promising practices
  - Problem solving time

Need 2:
New Teacher Trainings and Support

New Teacher Orientation(s) - In Person

- Tuesday, August 2, 2022 (for all staff hired January 2022-August 2022)
- Thursday, October 27*, 2022 (for all staff hired Aug - Oct.)
- Friday, January 13*, 2022 (for all staff hired since Oct. 27)

tentative dates as of June 2022

New Teacher Academy

- Google Classroom
- Webinars & Training Materials with focus on;
    - PBIS and Classroom Management
    - Effective Lesson Planning (student-centered instruction)
    - Data-Driven Instruction
    - UDL and SPED Support
    - ELD Support (Integrated ELD)

Need 3:
Curriculum Guidance and Support

- TOSAs for each subject area
  - Two elementary TOSAs
- Pacing guides and common assessments
  - Already in place for ELA & Math, outcome for 2022/2023 Dept. PLCs for other subjects
- Math curriculum adoption
- StudySync and Wonders webinars provided by curriculum experts
  - In-person demo lessons/instructional takeover for StudySync available
- Investigation and pilots of potential ELD curricula and supplemental materials
- Investigation into Power Class (current structures, needs assessment)
- Resource exploration for Science (re-vetting of the science instructional materials, expanding to HS courses)

Need 4:
Professional Development Services

Teachers:

- Monthly Department Professional Learning Communities led by TOSAs
- Three Org-Wide Symposia
- Annual ELD Training
- Annual SPED Training
- MTSS Pathways Certification
- PBIS Programs
- Ad Hoc Consultation available

Admin:

- Admin Summer In-Service
- Three Org-Wide Symposia
- Monthly Admin Meetings
- MTSS Pathways Certification
- PBIS Programs
- Academic Team Liaison
- Scheduled check-ins with the CAO

Need 5:
Support for Elementary Programs

- Increased Site and in-person visits with aforementioned site instructional rounds
- New teacher trainings and support
- TOSA program revision
  - Hiring an additional TOSA to split the Elementary PLC meetings into 2 levels: TK-2 and 3-5
- Assigned Academic Team Liaison
  - Allows for multiple collaboration meetings specific to elementary needs
- Ad Hoc Consultation available

Academic Department Priorities

Academic Department in General

- MTSS Pathway Certification Programs- Staff development - New Teacher/Staff Support
- Improved student achievement and enrichment of STEAM Programs (PLTW)
- Expanded learning opportunities program offerings (before and after school, summer, intersessession and enrichment)
- Continue improving teacher collaboration and communication (TOSA, Org wide PLCs)
- Implementation of Instructional Rounds to ensure a systematized approach to site visits and to provide further support to school sites

Student Services

- Continuously collaborate with staff in the implementation of the Student Recognition and Incentive Policy
- Plan and provide oversight of Tier 1 PBIS implementation to ensure calibration across MPS, alongside with implementation of other MTSS practices
- Provides job-embedded professional development opportunities to make sustainable changes and improve instructional practices within the learning community
- Investigate opportunities to support the mental health and well-being of all community members through evidence based practices

Special Education and Support Services

- Gifted and Talented curriculum and program development
- 504 Plan strategies for improving monitoring of implementation and compliance
- Design and implement inhoused Speech and Language Services for Students with Exceptional Needs
- Design and implement an EL Intervention Pilot Program for MSA 1 and MSA 5 (Partnering with EL/ELA Director and CCEIS team)

College & Career Readiness

- Provide training to counselors on career guidance for students. Implement TK-12 college and career readiness curriculum.
- Support school sites with post-secondary outcomes data and analysis
- Implement Magnolia Alumni Support Team to support TK-14 student achievement

Math Programs

- Field test materials and finalize recommendation for new math materials
- Create a systematized and ongoing approach to supporting new math teachers
- Professional learning in implementation of MTSS practices to increase student learning outcomes

EL and ELA Programs

- Review and Re-develop our systems for providing designated ELD courses to EL Students, including piloting a stand-alone ELD curriculum
- Build capacity in site level EL Coordinators, especially new coordinators
- Create a systematized and ongoing approach to supporting new ELA teachers

Coversheet

Progress on Meeting Local Performance Indicators on the CA School Dashboard

Section: IV. Information/Discussion Items
Item: C. Progress on Meeting Local Performance Indicators on the
CA School Dashboard
Purpose: Discuss
Submitted by:
Related Material:
MPS' Progress on Meeting Local Performance Indicators on the CA School
Dashboard.pdf

MAGNOLIA
PUBLIC SCHOOLS

Board Agenda Item #	IV C: Information/Discussion Item
Date:	June 23, 2022
To:	Magnolia Public Schools - 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:

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- 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 he 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 October/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 LCFF 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 2022 (one for each MPS)

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Magnolia Science Academy-1	Brad Plonka Principal	bplonka@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 an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (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 Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies 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 educational partners 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 educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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

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			3		
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

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			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	

Other Adopted Academic Standards

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		2			
Physical Education Model Content Standards				4	
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 implementing 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 been on the ELA/Literacy, Math, and ELD, 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.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to 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 its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners 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 educational partners 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 educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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	

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

MSA-1 builds trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent/teacher conferences to promote parental participation in programs. We use ParentSquare to communicate with students and parents, which has supported our improved communication with all educational partners. Staff greet students and parents in the mornings during student drop-off and have an open door policy welcoming all parents. Also, our team connects with families through home visits. Home visits help our learning about students' outside interests, families, and home routines, and then using that information to connect in meaningful, individualized ways that can have considerable rewards in helping to create happier, healthier, and engaged students. The school uses home visits as an essential feature of its education program to improve student and school performance.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

The LEA's focus areas for improvement in building relationships between school staff and families are having more parent involvement on the campus, more social events (i.e., cultural), and more workshops for the families after school and on Saturdays.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

> The LEA will improve the engagement of underrepresented families to build relationships between staff and families by providing more opportunities for both groups to connect. These opportunites will include in-person and virtual home visits and having events for families during the instructional day, after school, and on Saturdays.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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
5. 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	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. 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	
8. 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	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

> MSA-1 provides resources to support student learning at home through multiple workshops such as parent college, Guiding Good Choices, and feedback given to parents during parent conferences. We have also partnered with CCSA to help equip parents with the knowledge and tools to advocate for their students and school.
>
> MSA 1's communication system, ParentSquare, keeps parents and staff in constant communication through multiple mediums such as texts, private messages, and voicemail. ParentSquare has also broken language barriers between staff and families through automatic language translation.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

> MSA-1's focus areas for improvement in building partnerships for student outcomes is to continue to build a bridge between the educational partner and school-site to collaboratively support the student's growth.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

MSA-1 will improve engagement of underrepresented families in relation to building partnerships for student outcomes by providing more opportunities for these families to engage with the school-site. These opportunities will include workshops and meetings and home visits.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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
9. 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
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					5
11. 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
12. 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

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

MSA-1 holds periodic meetings to gather input from our families. These meetings include PTF meetings, PTF Board 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.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

MSA-1's focus area(s) for improvement in Seeking Input for Decision-Making is to get more educational partner involvement in the mentioned meetings.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

> MSA-1's will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making by providing more opportunities for these families to engage with the school-site.

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-1 annually conducts the CORE Districts survey instrument for students in grades 6-12. After the survey, the MSA-1 staff analyzes the survey results, such as participation rates and average approval rates for each topic and question on the survey. It documents our findings (e.g., greatest progress and needs, comparisons with the prior year, and CORE district results). Then the findings are shared with our educational partners during LCAP information and feedback meetings and regular board meetings. MSA-1 disaggregates the results by grade and student group and uses open-ended questions to understand students' perceptions further. MSA-1 strives to improve our students' perceptions of school safety and connectedness.
> For the 2021-2022 school year, 80.8% of the students took the survey. There was an average approval rating of 58% and an overall satisfaction rate of 66%.

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's 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 the satisfaction of UC/CSU requirements.

2 - As evidenced by our master schedule, elective forms, class rosters, student schedules, and transcripts, all students have access to a comprehensive course of study as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, specific programs and services dependent on student needs and interests. We provide CCSS-aligned ELA and Math intervention classes to all students who need additional support and designated and integrated ELD instruction 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.)

MSA-1 provides students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. We offer AP courses AP English Lit, AP English Lang, 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. Additionally, MSA-1 provides students with chances to take Dual Enrollment Courses throughout the academic year. This year, MSA-1 offered Cinema 107, English 101 during the fall, Political Science 101, and Communications 101 during the spring semester.

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 the satisfaction of UC/CSU requirements.

3 - MSA-1 provides access to a college-preparatory, STEAM-focused broad course of study to all our students.

4 - MSA-1 will continue to provide access to a college-preparatory, STEAM-focused comprehensive course of study for all our students. We will ensure that all our students graduate college and career ready.

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, 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 educational experience to our students.

Criteria: MSA-1 provides students with a broad array of courses, including core subjects and electives outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, specific programs and services dependent on student needs and interests.

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 an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (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 Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies 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 educational partners 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 educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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

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	

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

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

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	

Other Adopted Academic Standards

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.

MSA2 also provided collaboration time during our Wednesday early dismissal days which align across the Magnolia Public School organization where Teachers on Special Assignment (TOSAs) are able to share best practices across all 10 schools in the organization. Further, MSA2 utilizes the support of the home office to support the achievement of progress implementing the academic standards by means of attending monthly principal meetings, as well as monthly dean of academic meetings where additional systems and training is provided across the organization which are integrated into the school site to support instruction and learning.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to 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 its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners 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 educational partners 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 educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Based upon the analysis of educational partner input and local data, MSA2 has experienced a significant amount of strengths and progress in building relationships between school staff and families during the 2021-22 academic year. This school year was particularly unique in that it involved reintegrating students, staff and families into the in-person school system following the distance learning and hybrid learning systems which took place during the previous school year due to the Covid-19 pandemic. In particular, despite the fact that all of MSA2's categories for parent percentages in the below survey categories experienced a decrease over the current academic year, the overall percentages were still incredibly high for each of the categories, and the decreases since the previous year is incredibly small. Given the challenges of this school year, all of the below data are considered to be successes for MSA2 which we will continue to build upon and consider priorities.

Despite the fact that during the 2021-22 academic year, the participation rate of families completing the annual Educational Partner Survey on the Panorama platform decreased by 5.5% over the last year and MSA2 did not meet our LCAP target parents participation rate of 90%, MSA2's participation rate for the current academic year is still considered a successful outcome at a rate of 86.3%.

Despite the fact that the overall satisfaction rates for families during the 2021-22 academic year decreased by 2% (from (99% to 97%), the rate of 97% during the current academic year is still considered a successful outcome. Also, despite the fact that the approval rating for families experienced a slight decrease of 1% from the previous year (from 98% to 97%), the rate of 97% during the current academic year is still considered a successful outcome.

MSA2 will continue to work on this area to improve the building of relationships between school staff and families by continuing to hold parent meetings and conferences via Zoom as well as in-person, in person events, including our Friday Coffee with the Principal meetings, Parent Teacher Conferences, PTF meetings, SSC, Title I and ELAC meetings.

Despite the fact that the topic of Climate of Support for Academic Learning for MSA2's families during the 2021-22 academic year showed a decrease of 1 percent, the rate of 98% favorable rating during the current academic year is still considered a successful outcome. In addition, these results are higher than the MPS average for parents and demonstrate that MSA2 continues to experience success in this topic.

Despite the fact that the topic of Knowledge and Fairness of Discipline, Rules and Norms for MSA2's families during the 2021-22 academic year showed a decrease of 1 percent, the rate of 97% favorable rating during the current academic year is still considered a successful outcome. In addition, these results are higher than the MPS average for parents and demonstrate that MSA2 continues to experience success in this topic.

Despite the fact that the topic of Safety for MSA2's families during the 2021-22 academic year showed a decrease of 1 percent, the rate of 96% favorable rating during the current academic year is still considered a successful outcome. In addition, these results are higher than the MPS average for parents and demonstrate that MSA2 continues to experience success in this topic. MSA2 will continue to support the area of safety by continuing to staff the new positions which were created this year to provide additional supervision and support.

Despite the fact that the topic of Sense of Belonging (School Connectedness) for MSA2's families during the 2021-22 academic year showed a decrease of 1 percent, the rate of 97% favorable rating during the current academic year is still considered a successful outcome. We are also incredibly motivated to continue to work on addressing all of the areas of concern during the upcoming school year and continue to make MSA2 a better school for all educational partners across all categories through our ongoing collaborative approach.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

During the 2021-22 academic year, the participation rate of families completing the annual Educational Partner Survey on the Panorama platform decreased by 5.5% over the last year (from 91.8% to 86.3%). MSA2 did not meet our LCAP target parents participation rate of 90%. MSA2 will consider using both electronic and paper surveys in the future rather than exclusively electronic surveys for all families to help families who have challenges with technology to still have the paper option, while using PACE Coordinator to follow up with each family.

The overall satisfaction rates for families during the 2021-22 academic year decreased by 2% (from (99% to 97%). Despite the high rate of overall satisfaction for families of 97% during the current academic year, MSA2 will focus on improving this area even more during the upcoming school year. Additionally, despite the fact that families approval rates were nearly maintained over the past year, this rate still experienced a slight decrease of 1% from the previous year (from 98% to 97%). Despite the high approval rate for families of 97% during the current academic year, MSA2 will focus on improving this area even more during the upcoming school year. We will continue to work on this area to improve the building of relationships between school staff and families by continuing to hold parent meetings and conferences via Zoom as well as in-person, in person events, including our Friday Coffee with the Principal meetings, Parent Teacher Conferences, PTF meetings, SSC, Title I and ELAC meetings.

For the topic of Climate of Support for Academic Learning, MSA2's families favorable rating during the 2021-22 academic year showed a 98% favorable rating, which was down by 1 percent from the previous year. Despite the decrease across families for this topic this year year, these results are higher than the MPS average for parents and demonstrate that MSA2 continues to experience success in this topic. The slight decrease for parents in this topic during the current academic year is attributed to the increased challenges that MSA2 faced in returning to in-person learning following during the Covid-19 pandemic, including increased teacher absences during the 2021-22 academic year which were not preventable due to exposure to Covid-19, close contacts and symptoms during the Covid-19 pandemic.

For the topic of Knowledge and Fairness of Discipline, Rules and Norms, MSA2's families favorable rating is 97% which was down by 1 percent from the previous year. Despite the decrease across families for this topic this year year, these results are higher than the MPS average for parents and demonstrate that MSA2 continues to

experience success in this topic. The slight decrease for parents in this topic during the current academic year is attributed to the increased challenges that MSA2 faced in returning to in-person learning following during the Covid-19 pandemic, including increased teacher absences during the 2021-22 academic year which were not preventable due to exposure to Covid-19, close contacts and symptoms during the Covid-19 pandemic.

For the topic of Safety, MSA2's families favorable rating is 96% during the current year, which was down by 1 percent from the previous year. Despite the decrease across families for this topic this year year, these results are higher than the MPS average for parents and demonstrate that MSA2 continues to experience success in this topic. The decrease across the families educational partners survey in this topic during the current academic year is attributed to the increased challenges that MSA2 faced in returning to in-person learning following during the Covid-19 pandemic. In particular, during distance learning, families did not have to deal with issues of school safety as much during the distance learning while students were all isolated from each other. In addition, students were not able to interact with other students during the distance learning from the isolation in their homes, so the adjustment which students needed to experience when returning to in-person led to increased behavioral issues at school during the transition period. However, MSA2 has responded to this challenge during the 2021-22 academic year by hiring 1 additional SPED teacher, 3 additional SPED paraprofessionals, 3 additional administrative assistants in the students services department, 1 additional administrative assistant to support the academic department, and 1 additional full time security guard to provide additional supervision and support.

For the topic of Sense of Belonging (School Connectedness), MSA2's families favorable rating is 97% during the current school year, which was down by 1 percent from the previous year. We are also incredibly motivated to continue to work on addressing all of the areas of concern during the upcoming school year and continue to make MSA2 a better school for all educational partners across all categories through our ongoing collaborative approach.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and 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 educational partner 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. Parents 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.

Since the Covid-19 physical closure of the schools, which took place during March 2020, MSA2 began maintaining all of the above methods virtually. During the 2021-22 academic year, MSA2 hosted a combination of virtual and in-person events, meetings and workshops related to the above categories.

To improve in this area, MSA2 will continue to utilize the existing data from a variety of sources, including educational partner surveys, and we will make plans to expand upon the existing support and services provided in this area.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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
5. 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
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. 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
8. 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

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

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. ParentSquare 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, Infinite Campus, 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 educational partner 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 are also 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 educational partners 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 educational partners surveys, and we will make plans to expand upon the existing support and services provided in this area.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

MSA2 will continue to focus on maintaining the current priorities of providing ongoing opportunities to participate, collaborate and reflect amongst all educational partners within the school community, including between students, families, and the school. In particular, the focus areas which will be priorities in the upcoming school year relate to continuing to improve upon the CTE pathways opportunities provided to students in middle school and high school, as well as to provide increase college courses to the high school community through community partnerships at LA Valley College, Pierce College and Mission College.

In addition, MSA2 will provide opportunities to begin taking advanced English pathways in middle school to support students in developing more technical skills for the students which can lead to increased success in college and advanced courses in high school. Further, MSA2 will continue to analyze data gathered from online resources including the NWEA MAP, myON, ALEKS, iXL, and other sources to support student growth in math, reading and writing.

Moreover, MSA2 will continue to utilize the MTSS systems to improve SEL supports for students, including by expanding educational programs provided to students through Zones of Regulation curriculum which continue to produce weekly videos which permit students to develop better SEL skills which can help them better access their academic program. Finally, MSA2 will continue with the PBIS partnership with LACOE and will continue to build the program in hopes of achieving a Gold metal status for the program in the upcoming year.

MSA2 also aims to improve outcomes academically for all student groups and across all demographics of students, including homeless / foster youth, EL students, students with disabilities, socioeconomically disadvantaged youth, and all racial / ethnic demographics of students.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

As was stated previously, MSA2 will continue to improve engagement of underrepresented families identified during the self-reflection process in relation to building partnerships for student outcomes through a variety of methods, opportunities, and partnerships.

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 educational partner 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. Parents 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.

Since the Covid-19 physical closure of the schools, which took place during March 2020, MSA2 began maintaining all of the above methods virtually. During the 2021-22 academic year, MSA2 hosted a combination of virtual and in-person events, meetings and workshops related to the above categories.

To improve in this area, MSA2 will continue to utilize the existing data from a variety of sources, including educational partners surveys, and we will make plans to expand upon the existing support and services provided in this area.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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
9. 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
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					5
11. 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
12. 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

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

> MSA2 has a tremendous amount of strengths related to the school's methods for seeking input for decision-making. In particular, MSA2 has continued to hold Friday Coffee with the Principal weekly meetings with educational partners in which a tremendous amount of input is regularly collected. Further, MSA2 holds quarterly SSC, ELAC, and Title I meetings in which additional input is provided by committee members, including elected representative feedback across multiple educational partnership groups. Additionally, MSA2 continues to have a Parent and Community Engagement coordinator who works with the families and community to gather feedback and improve opportunities to seek input for decision-making. MSA2 also continues to hold elections for student government representatives which include grade level representatives from middle school and high school, as well as executive officers for the full school and 12th grade. These student government members provide feedback related to the content which will be taught to students each week during the weekly PBIS videos which are created by the student government members and which integrate the Zones of Regulation curriculum. The staff also continue to vote for PBIS Ambassadors who serve as the leaders of each of the 4 houses in the school and lead activities as well as attend trainings and provide input about PBIS programs which the school will implement. Beyond this, staff continue to fill out surveys related to the additional committees and duties which they would like to be involved in during the upcoming school year which included providing feedback to the school operations. There are numerous strengths related to the opportunities to seek input for decision-making beyond the ones highlighted here, but these are some of the most significant ones currently at MSA2.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

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 educational partners surveys, and we will make plans to expand upon the existing support and services provided in this area.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

As was stated previously, MSA2 will continue to improve engagement of underrepresented families identified during the self-reflection process in relation to seeking input for decision-making through a variety of methods, opportunities, and partnerships. In particular, MSA2 will build upon the below existing systems, structures, programs and services related to this matter.

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 educational partner 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. Parents 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 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.

Since the Covid-19 physical closure of the schools, which took place during March 2020, MSA2 began maintaining all of the above methods virtually. During the 2021-22 academic year, MSA2 hosted a combination of virtual and in-person events, meetings and workshops related to the above categories.

To improve in this area, MSA2 will continue to utilize the existing data from a variety of sources, including educational partner 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 educational partners 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 educational partners' 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 the first year implementing the PBIS house system, the house with the highest points went to Universal Studios as an incentive. For the second year, a parent and MPS Board member were brought on the PBIS team to support program implementation. Expectations are reinforced with weekly videos made by the 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 continued to maintain large banners in front of the school to help block visibility. We continue to utilized the expanded school surveillance cameras inside classrooms which was installed in collaboration with LAUSD LACOE and the MPS Board.

Family satisfaction rates remained relatively constant at 97%, with a slight decrease of 2 percent over the past year. The highest favorable rating for families was Climate of Support for Academic Learning, which remained relatively constant at 98%, with a slight decrease of 1 percent over the past year. The lowest approval area by families is Safety which is 96%. The largest decrease for families was tied in all four categories between Climate of Support for Academic Learning; Safety; Knowledge and Fairness of Discipline, Rules and Norms; and Sense of Belonging which each showed a decrease of 1% and all still remained high at rates ranging from 96% to 98%.

Student average overall satisfaction rates during the 2021-22 school year stayed constant at a rate of 88%. Sense of Belonging (School Connectedness) showed the greatest increase for students of 3%. Student averages also increased for Safety which increased by 2% over the last year. The 65% approval for Sense of Belonging (School Connectedness) is the lowest topic for students, yet the highest percentage change for students.

Over the past school year, staff survey results tied with student results in having the smallest decrease for overall average satisfaction ratings, which showed a decrease by 0% with an satisfaction rating of 98%. The greatest increase for staff was Sense of Belonging (School Connectedness) which increased by 1% over the past year. The 76% satisfaction for safety is the lowest percent for staff, and was the largest percent decrease change for staff of 18% over the past year. This change took place as a result of the increase in students being around other students during this academic year in larger percentages than they did last year while hybrid and distance learning took place, which led to increased conflict which impacted staff sense of safety.

Educational partners' 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 educational partners during LCAP information and feedback meetings and regular board meetings.

In addition to the survey process to gather educational partners' 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 Spanish Language and Culture, and AP Computers.

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 97.6% 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 an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (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 Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies 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 educational partners 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 educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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)	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

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	

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

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	

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	

Other Adopted Academic Standards

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.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction
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 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to 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 its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners 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 educational partners 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 educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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	

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

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.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

MSA-3 has hired a PACE coordinator to better in touch with our families. Our focus areas of improvement is to establish a parent teacher club. Parents will have more engagement via this club.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and 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.

> 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.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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
5. 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	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. 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	
8. 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	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

> 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.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

> 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.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

> 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.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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
9. 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	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. 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		
12. 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		

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

> We engage with our staff via anonymous survey where we collect data and open ended questions in regards to academics, discipline, school culture.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

> 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.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

> 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?

> MSA-3's approval rates slightly went down for students and staff around 3% and 5% respectively. We attributed the decline due to challenges of in-person education compared to distance learning rating last year. However, historically, MSA-3 got the highest rating for all groups. Our in-person learning data for the last three years and this year's data is below.
>
> Three years in-person data for students: 56%   This year's data: 64
> Three years in-person data for families: 89%   This year's data: 96
> Three years in-person data for staff: 69%   This year's data: 80
>
> MSA-3 takes pride in improving in all these areas. We attribute the success to having more student oriented learning environments. Our intervention is geared towards students' needs in Math and English.
> For decline in staff, we attribute the issue with the challenges of in-person learning during the pandemic. Teaching with masks, weekly Covid testing impacted our staff's tasks. In addition, challenges around Prop-39 added more responsibility on our traveling teachers as well as receiving teachers. This year, we have had five teachers rotate classrooms. This is an issue to have set classroom procedures, prepare materials and equipment for the traveling teachers.
> Student approval rate increase is due to student center activities like assemblies, student leadership events, spirit week activities, field trips.
>
> We have found the following items as identified needs:
> Add sports teams (football, soccer, baseball)- A middle school flag football team has been added. For the 2022-2023 year assistant coaches will be added to each team.

Student bathrooms (dirty, vandalism)- A restroom schedule will be created and student expectations for the restrooms will be added.
Facilities; not having enough rooms for every teacher
More activities/electives for students
Limited staff that speak Spanish (we hired 2 bilingual employees after this survey has been taken: one front office staff and one PACE coordinator)
Student discipline, student consequences need to improve- More discipline training has been added to the PD's. A data system has been added to track infractions.

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 an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (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 Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies 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 educational partners 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 educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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

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	

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

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	

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

Other Adopted Academic Standards

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			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.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions
This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to 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 its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners 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 educational partners 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 educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and 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.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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
5. 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	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					5
7. 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
8. 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	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

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.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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
9. 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
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					5
11. 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
12. 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

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

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.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

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	Ali Kaplan Principal	akaplan@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 an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (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 Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies 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 educational partners 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 educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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	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

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					5
Next Generation Science Standards				4	
History-Social Science					5

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

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

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	

Other Adopted Academic Standards

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		2			
Health Education Content Standards					5
Physical Education Model Content Standards				4	
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				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 English Learners (EL) s by proficiency level and ELD instruction is aligned to the CA ELD standards and MPS 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/Sex Education, Physical Education, Visual and Performing Arts, and World Languages.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to 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 its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners 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 educational partners 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 educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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	

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Our observations regarding students dealing with a new location, integrating back from online to in-person learning, and adapting to protocol changes allowed us to re-evaluate our academic programs, and extracurricular activities and implement Social-emotional learning in order to aim to foster social and emotional skills within the school curricula. We also have new teachers so students are adapting to new classrooms and new staff at a new location. Parents and Staff showed their satisfaction through the survey averaging +95% in most of the categories, that's why MSA-5 thrives on word of mouth type of student enrollment more. Parents and staff feel that adults at MSA-5 treat each other with respect and that MSA-5 promotes inclusion. We increased greatly in the section that states that the school allows for participation in decision-making. 100% of the staff feel that the school is a supportive and inviting place for them to work. 100% of the staff also feel that staff help students academically when needed. In regards to discipline, bullying has decreased, and fighting is an insignificant problem. Treatment of peers such as racial disparities is not a significant problem. Staff also feel that the school rules are fair and that the school handles disciplinary problems fairly. 100% of the staff feel that students know the school rules and expectations. Students appreciate that the school hosts fun/enjoyable activities such as games during lunch, hot chocolate day, and plenty of field trips, so students see that teachers are helpful and caring to students. In addition school rules, health and safety guidelines and expectations are enforced fairly and equitably, for which parents feel that the school communicates effectively. T

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Regarding family surveys, the two major areas of concern safety and parking lot issues are MSA-5 has continued to implement new strategies to improve building relationships with its educational partners. Families have often

commented on the area not being desirable, the lunch and nutrition areas have recently been moved to a covered tent area east of where they previously were located. The tentative plan for MSA5 is to secure our new location in August 2024. Implementing this plan into action will alleviate a lot of these concerns and create a more open platform for troubleshooting any new challenges. When folks feel safe and are already invested in the MSA community, our enrollment numbers will most likely increase.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

MSA-5 Los Lobos offers many opportunities to engage the community in the decision-making process and to evaluate our programs and initiatives. Some are Coffee with the Admin, PAC/Parent Task Force Meetings, Open House/Back to School, Parent/Teacher Conferences, Home Visits, Fundraising Activities, and Assemblies to just name a few. Due to the pandemic, MSA-5 offered those meetings and events in-person and virtual sitting to provide more equity. We will be looking at creating a safety committee. MSA-5 has hired an outreach and parent liaison "PACE Coordinator" in an effort to involve more partners, including underrepresented families, to participate in opportunities on and off-campus. We 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 communication portal "Parentsquare" that informs of school programs, services, attendance issues, and other matters, and services. With adequate translation services for parents, MSA-5 intends on offering events at different times of the day, will continue our Parent College program next year, and make virtual and in-person home visits

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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
5. 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	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. 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
8. 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

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

> The faculty believes that the admin team supports the staff for various projects and personal matters. Therefore, our focus is to support teachers to develop a stronger collaborative culture among colleagues and students, that's why we adopted the "train the trainer" model and sharing the "promising practices" for the "Adaptive School" PD series and other instructional programs such as GIMKIT, myON, NWEA, etc, which really establish a small family environment. Lastly, staff outing activities (Thanksgiving potluck at Balboa park, End-of-year luncheon at a local restaurant, and staff bowling) are appreciated
> Also, MSA-5 has an 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, and school updates, and listen to parents' questions and comments.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

> Students, parents, and staff showed their request to secure a permanent location, which is under the way. Sharing a campus with uncertain future affected the survey results and is a struggle to build a strong school culture.Nonetheless, facility limitation is a challenge to achieve our mission and fulfill the school mission as a true science academy. There seems to be a pattern in students not being happy with dress code/uniform. We can improve by having more variety for uniforms and explaining the reason why the uniform policy is conducive.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

> A focus area of improvement is to get more participation from parents and to offer more workshops for educational partners to attend to be better informed of information pertaining to MSA-5 after 3pm taking the work hours of parents into consideration.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

  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
9. 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	

Seeking Input	1	2	3	4	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. 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	
12. 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	

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

There are several platform where educational partners have provided input and be a part of the decision making process. School site changes and updates, school budget, restricted funds such as Title and ESSER, student recruitment, the length of instructional year, school climate and culture related events are discussed and reviewed at the weekly faculty meetings, SSC, ELAC, PAC , Restorative Justice Committee and Student Council

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

A focus area for improvement would be to obtain consistent attendance of the parents at the gatherings and have more events outside the school grounds to better connect with the community.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

MSA-5 simultaneously utilizes printed notification and electronic communication means to reach out to underrepresented families, and offer PBIS incentives to the students of those families in order to relay the notifications and announcements to their parents. The PACE coordinator supports parents to set up the parent portal account to receive information on school related news and notification based on preferred language.

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-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, and 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 educational partners 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 2021-22, 98% of our students participated in the survey and their responses provided an average approval rating of 81% on the four topics of the survey, with a high rating of 79% on Climate of Support for Academic Learning and our lowest rating of 56% on Sense of Belonging / School Connectedness, which was an 11 points drop due to the pandemic/distance learning setting to in-person from the previous year. There has been a decrease in approval rates in each of our categories. Sense of Belonging was the biggest drop at 56%, which will be caused by the location change as we establish our presence on the new campus. Knowledge and Fairness of Discipline, Rules, and Norms is an area where we need to work on average at 70% compared to the past, there is a decline. For this category, there needs to be a collaborative effort to communicate the rules and policies school-wide. here are a few statements that went from strongly agreeing to agreeing which also dropped our score. There are a few reasons that could be affecting this change, one being that we move sites from Reseda HS to MSA-1, another being that we changed our grading policy due to the pandemic to close the achievement gap. Lastly, our staff are curious about our school's future location and whether getting our own site is a fact or a dream.
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 in order to meet the needs of its students ensuring all academic content areas are available to all students, including subgroups. 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 the 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 is 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 software 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 in 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 the satisfaction of UC/CSU requirements.

3. Some of our newcomers are behind expected coursework, MSA-5 admin team designs their schedule accordingly in an effort to keep them on track to culminate or graduate. Due to the facility constraints, offering more elective courses is a challenge.

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 are 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, digital citizenships, 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 educational experience to our students.

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Magnolia Science Academy 6	James Choe Principal	jchoe@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 an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (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 Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies 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 educational partners 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 educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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	1	

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

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	

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

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

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	

Other Adopted Academic Standards

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					5
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.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to 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 its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners 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 educational partners 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 educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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	

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Magnolia Science Academy 6 has been focused on Building Relationships Between School Staff and Families. This year, we were able to conduct many meetings throughout the year in order to make sure that we have opportunities for our parents to be involved with our staff and our school.

On a monthly basis, the principal will host a SSC/Coffee with the Principal meeting with students and with parents in order to keep our families up to date with the latest news about our school. Due to the pandemic, most of our meetings have been shifted from in-person to zoom. However, the shift from in-person to online has been a positive change where more parents have been able to attend. Throughout the school year, the attendance from parents has increased about 10% (rough estimate) and the participation that can happen, via chat, has also increased. Students have also been included in these meetings to make sure that all of our educational stakeholders are aware of what is going on with the school.

Furthermore, the PTF meeting, which is hosted by the principal and the PTF president, is done on a monthly basis as well. The increased participation in these meetings has also shown that the parents are more interested in their children's education than in the previous year, thanks again to the fact that we are able to use Zoom as our online platform.

Lastly, we have had other opportunities for our families to be connected with our school through our ELAC meetings, which is held 4 times per year, and through our Parent College Program, which was held 5 times this year.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Although there are many ways to communicate with the school; including Coffee with the Principal, SSC meetings, ELAC meetings, and the Parent College Program, we would still like to have other opportunities to Build Relationships with our Families. We are currently brainstorming other ways that we can get families to become a part of our Magnolia family by thinking of ideas like; Bingo night, Family movie night, and any other event that might interest our families to come to our school and to meet the school team.

In addition to this, we would like to improve our relationship with our families by having access to our school in a more normal way. Currently, whenever parents come to our school, even prospective parents must go through the site school, Pio Pico Middle School's, office in order to reach us. This is a bit of a hassle for our staff and our families as well.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and 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 training 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.

Magnolia Science Academy 6 will do it's best to help improve all families, including engagement from underrepresented families, by making sure that we do our Home Visit, which is a staple of all Magnolia Science Academy schools. This year, our target was to hit 25% of our students. We were able to hit that target by the end of the first semester. With that in mind, we want to be strategic about who we do Home Visits for. We would like to make sure that we are targeting students who are in need of a Home Visit or underrepresented families who may benefit from a Home Visit as well.

Next year, we will have a PACE coordinator, a Parent and Community Engagement Coordinator from the beginning of the school year. I am hoping that with this position filled at the beginning of the school year, we will be able to visit more families than ever before. In addition, we will also have another teacher who will be the Family and Outreach coordinator in order to assist and take lead with meeting families in our community and outside our community.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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
5. 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	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. 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	
8. 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	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

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: LACOE induction program (beginning teacher program), CAHPERD (California Association for Health, Physical Education, Recreation and Dance) conference, Administrative degrees, and Master degrees in education. As a result of 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.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Magnolia Science Academy 6 looks at its own data and does an analysis of its data to make sure that we are familiar with our overall data and our detailed data as well. Aside from the overall score, we look at the data from an ethnic standpoint, and from a special programs standpoint. One of the areas that we want to improve on will be to increase our scores for the special programs group; English language learners and our Students with Disabilities group. The students in these two groups have not shown significant improvement from last year's MAP results (Measures of Academic Progress) and we would like to make sure we have improvement and a focus on these two groups.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Next year, we will have a PACE coordinator, the Parent and Community Engagement Coordinator from the beginning of the school year, and the Family and Outreach Engagement coordinator. I am hoping that with these two positions filled at the beginning of the school year, we will be able to connect with families more than ever before. This will then help strengthen our partnership with the families and which we hope will help with our academics. The PACE coordinator and the Family and Community will help us be able to bring in more families to our afterschool programs, to our Saturday school programs, and to our online tutoring service, Tutorme. We hope that with the added academic support we can see growth from all of our students who are involved.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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
9. 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		
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			3		
11. 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		
12. 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		

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Through Magnolia Science Academy 6's meetings; (PTF, Coffee with the Principal, SSC, ELAC...etc.) with our educational partners, any important information that will affect their lives will be presented in a way so that our families can be informed, make comments, and/or ask questions about the decision making process. We encourage all of our parents to make sure that they are in attendance so that we can make a collaborative/joint decision on things that will affect our school. Some of the examples, of decisions that we have made, include our bus transportation pick up locations and times, our Title I fund expenditures, our ESSER 3 funding expenditures, and our 8th-grade fundraiser/graduation decisions.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Magnolia Science Academy 6's is always looking for further improving our decision making process by gathering as much data as possible, analyzing that data, and then making an informed decision with that data. One of the newest ways that we are utilizing, to gather more data is to use surveys/polls from our Zoom meetings that is featured on our zoom call. In addition to the poll function, the private chat, that is also on zoom is another great way to have input from our parents. Google forms has been a helpful tool as well when looking for family suggestions/comments/questions. It gives families the time and place to do the google forms at their own convenience, which increases the participation from our families. Lastly, our parentsquare app, has helped us make sure that we communicate with all of our families about the important decisions that we are making and to share the news with them. The parentsquare app also has features similar to Zoom and google forms, if needed.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Next year, we will have a PACE coordinator, the Parent and Community Engagement Coordinator from the beginning of the school year, and the Family and Outreach Engagement coordinator. We are hoping that with these two positions, we will be able to reach all families, especially underrepresented families, to help us with the decision making process. We are hoping that these two positions will help us with Home Visits, phone calls, zoom calls, emails...etc. to make contact with them to become more engaged and to be a part of our school. Through making these connections, we plan to have these underrepresented families come to important meetings where they can listen, learn, and make informed choices/comments/questions about any decision that the school would like to make.

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 2021-22, 100% of our students participated in the survey.

Climate of Support for Academic Learning
85
80th - 99th
- 2

Knowledge and Fairness of Discipline, Rules and Norms
77
80th - 99th
- 4

Safety
75
60th-79th
+6

Sense of Belonging (School Connectedness)
65
60th-79th
- 6

Next Steps
MSA 6 will first and foremost continue to seek enrollment for school growth, because an increase in student population will open up more funding and opportunities for extracurricular activities. We have a very small staff that is quite heavily occupied with their standard duties, coordinator roles, professional development, and school operations. As we develop a stronger presence in the Mid City community, we will begin to have parent volunteers that can lead extracurricular activities. We will need more space for these things as well, so we will rely on the Home office to find an open door to more.
Next, we will continue to work alongside our SPED coordinator through the rest of the year as they transition to a full residency at MSA 6. The ability to collaborate with staff and faculty can be improved as the SPED coordinator is more present throughout each day, especially in the classroom. We will facilitate more meetings between the SPED department and the staff to encourage a more cohesive environment for both. Beginning of next school year, we would like to also sit down with our SPED department and make sure that we have a list of items that we would like for our SPED team to work on throughout the school year.
For next year, the uniform issue will be addressed by giving away crew neck sweaters, instead of the usual sweaters with hoodies. This should cut down on the amount of hoodies that are worn on campus, which should lead to less issues with hoodies being on in classes and out of classes. Crew neck sweaters are being placed as of April 2022 for the following year, along with other uniform clothes such as the PE shorts, and PE shirt.
Regarding the math teacher suggestion, we will continuously look for a candidate through all of our hiring channels, LinkedIn, Edjoin, Paycom...etc. We will also monitor the classes by having check-ins with the covering teacher to assist in any way possible. Lastly, although there were lots of thoughts and suggestions about the math teacher, we are confident that the teacher is teaching the standards/content to the kids and getting them ready for their next grade level and for the state test.

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	mwittek@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 an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (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 Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies 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 educational partners 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 educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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	1	

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

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	

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

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

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	

Other Adopted Academic Standards

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				4	
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 in addition to the weekly two hours of staff collaboration and PD time built into the 2021-22 school 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. This year we added a year long training program in the area of Equity and Implicit Bias.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to 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 its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners 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 educational partners 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 educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

> One strength that MSA-7 has in the area of building relationships between school staff and families is the fact that we hired a full-time bilingual Parent and Community Engagement (PACE) Coordinator for the first time. Having this additional position has allowed us to strengthen our community relationships and partnerships as well as our communication with families. Despite the challenges of this year and feeling disconnected in many ways, we were able to bridge gaps between families and staff due to the efforts of the PACE Coordinator and the number of meetings and opportunities we created for school to home connections. Another strength in this area and one we hope to continue to progress in is the number and quality of community partnerships and resources we have established over the past few years to help support our families during this difficult time.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

> The past couple of years have presented it's challenges when it comes to building relationships and school culture due to the COVID-19 restrictions and protocols. We were unable to host as many staff and family events as we have in the past and most meetings were held virtually. Our Home Visit rate has dropped as well from an average of 25% of our families participating to only 8% this school year. We have felt disconnected from each other and from our families. Although things are starting to return to normal and we were able to host our first in person event in April, we are looking forward to the 2022-23 school year when we can get back to building and sustaining relationships with our school staff and families more consistently. On the 2021-22 Educational Partner Surveys, our families maintained a 98% approval rating in the area of Sense of Belongingness, however, our staff dropped 13% in this area as a result of a historically challenging year and limited opportunities to build relationships and school culture with each other.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

MSA-7 hired a full-time bilingual Parent and Community Engagement (PACE) Coordinator this school year to increase our effectiveness in this area even more. This position allows for our school and families to build relationships within our community as well as assist with parent meetings, school events, newsletters, community partnerships and resources, and the home visit program. 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 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 hold all of these this year due to the COVID-19 health and safety protocols, we still held many of them virtually and were even able to host our Spring Open House and STEAM Expo in person. We have also strengthened our community partnerships during the past couple of years in an attempt to provide as many resources to our families as possible during this challenging time. This has included meals, baby supplies, school supplies, grocery and gas gift cards, mental health supports and more.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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
5. 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	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					5
7. 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	
8. 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	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

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. We have also strengthened our community partnerships during the past couple of years in an attempt to provide as many resources to our families as possible during this challenging time. This has included meals, baby supplies, school supplies, grocery and gas gift cards, mental health supports and more. We also prioritized funding this school year for staff PD in the areas of Culturally Responsive Teaching and Implicit Bias to help further close any existing equity gaps and strengthen relationships. Another prioritized area to strengthen partnerships for student outcomes was prioritizing the addition of more Social Emotional Learning and Mental Health supports by increasing partnerships, adding an SEL music program and hiring a full time school psychologist.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

One area of improvement for building partnerships for student outcomes is a need to bring back the Parent Workshop programs we used to have pre-pandemic and even virtually during the 2020-21 school year. With so many other priorities this year, we did not offer any parent workshops for our families so that is a definite need and priority for the upcoming school year. Although we still held all parent meetings virtually including parent/teacher conferences, it was difficult to connect with families to speak with them about their children's learning, behavior and social emotional progress as effectively as when done so in person. We have also identified a need to build systems and programs to better connect with and support our Newcomer families. Our ELD Coordinator is working with our PACE Coordinator to develop these supports for next year.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

One area of improvement for building partnerships for student outcomes with underrepresented families is a need to bring back the Parent Workshop programs focused on topics that are relevant to these groups. Another way is to increase the translation supports we have for families who speak languages other than English and Spanish. We have also identified a need to build systems and programs to better connect with and support our Newcomer families. Our ELD Coordinator is working with our PACE Coordinator to develop these supports for next year.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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
9. 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	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. 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	

Seeking Input	1	2	3	4	5
12. 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

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

One strength that MSA-7 has in seeking input for decision-making is the number of opportunities and platforms in which we offer to our educational partners to give us feedback. These include committee meetings, Town Hall meetings, surveys, and more. We also provide follow up to these surveys and meetings to let partners know that we heard them and we acted. It's important that our families, staff and students feel represented so anytime we are able to act on a suggestion of theirs, we like to highlight it. Another strength is that our staff and administrative team is available and accessible to our families. They know we are here for them and their child and welcome the chance to speak with them. That was a comment we received repeatedly on this year's educational partner surveys, that the families appreciated how quickly staff responds to their needs, questions and suggestions and is aware of what is happening in the school.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

MSA-7 provides many opportunities for all educational partners 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 partners, school-wide plans are reviewed, and we receive input on what our educational partners would like to see for the school. We value our partners and their feedback to strengthen our programs for the upcoming school year. In addition to the annual Panorama Educational Partner Surveys administered in the Spring, we also administer 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.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

One area of improvement for seeking input for decision-making with underrepresented families is a need to increase the translation supports we have for families who speak languages other than English and Spanish. We have also identified a need to build systems and programs to better connect with and support our Newcomer families. Our ELD Coordinator is working with our PACE Coordinator to develop these supports for next year. We would also like to build our culturally responsive programs so that all families feel represented in our school and more encouraged to participate in meetings, committees and events.

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-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 educational partners 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 2021-22, 97.2% of our 3rd to 5th grade students participated in the survey and their responses provided an average approval rating of 77% on the four topics of the survey, with a rating of 80% on Topic 1 (Climate of Academic support) and a rating of 78% on Topic 2 (Knowledge and Fairness of Discipline), a rating of 71% on Topic 3 (Safety) and a rating of 79% on Topic 4 (Sense of Belonging), whereas 88% 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 2021 to Spring 2022 were slightly down for all three educational partner categories with an decrease of 4 points for students (81% to 77%), 1 point for families (99% to 98%), and 4 points for staff (97% to 93%).

One highlight from the surveys was the parent approval rating of Safety was 99%. Although this was a 1 point decline from last year, it is still very high. Considering how much had to be done and focused on in regard to health and safety this year and the fact that only six families chose to keep their students in Independent Study, we are relieved to see that our families felt safe sending their children to school with us during this stressful and unsure year.

After analyzing all partner surveys we identified the biggest areas of concern and will put an action plan in place to address these concerns. These areas include: implementing a before-school program for our students, collaborate with Schools in Action to identify a new vendor or course of action to increase the food quality for the students, review and adjust recess and lunch procedures to implement post-pandemic protocols, collaborate with the PBIS team to reflect glows and grows for this school year, continue working on expansion plans for more space and increase parent involvement by working with the PACE Coordinator to create an action plan to re-engage families to acceptable levels per educational partner survey.

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	Laura Schlottman Principal	lbschlottman@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 an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (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 Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies 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 educational partners 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 educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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	2	

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

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	

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

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	

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	

Other Adopted Academic Standards

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. MTSS and PBIS
5. Increase learning loss interventions

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction
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 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to 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 its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners 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 educational partners 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 educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

> This year, the school has increased parent engagement by returning our signature parent engagement activities. We brought back: Parent College, Parent workshops, School Site Council meetings and Parent Task Force. The events were offered both in person and virtually so that we could increase our participation.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

> Now that the signature events are back into motion the goal is not increase the number of events and participants.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and 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.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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
5. 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	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. 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	
8. 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	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

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 Parent Square
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.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

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

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

> 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.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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
9. 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	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. 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	
12. 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	

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

> 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.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

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.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The LEA wants to increase home visits and give parents an opportunity to provide feedback more frequently.

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 lead 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 - Santa Ana	Steven Keskinturk 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 an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (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 Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies 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 educational partners 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 educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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	2	7%

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

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	

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

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

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

Other Adopted Academic Standards

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.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction
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 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to 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 its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners 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 educational partners 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 educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1.   Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

This year we we have a bilingual Parent and Community Engagement Coordinator. This position allows for our school and families to build relationships within our community. Based on our surveys given to our families, staff, and students we have added additional meetings with parents such as Coffee with Admin, 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, Instagram), our weekly bilingual newsletter the Hook, 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 to our families without any 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.

2.   Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

MSASA will be ensuring that all Educational Partners have a voice. By doing this, we aim to allow for an open door policy during our weekly Coffee with Principals, Educational Partner surveys, and any Town Hall meetings that may arise. In addition to ensuring there is voice, we will continue to strengthen out community partnerships by continuing with food distributions, school supply drives, and a referral network that provides mental health supports for all educational partners.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and 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.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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
5. 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	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. 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	
8. 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	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

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.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

> At MSASA we will strive to improve our partnerships for student outcomes by making connections with out local city council, congressman, as well as local businesses to strengthen the collaboration among all our partners. A focus area will be our mental health/SEL supports as well as the quality of the food that is being served to our students - breakfast and lunch.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

> At MSASA we will continue to promote our home visits so that all families' voices are heard, ideas are met, and that everybody feels included. We will also offer Parent College classes like EL classes, computer skills, and child development classes. We will continue to offer weekly Coffee with Principal sessions in English and Spanish.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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
9. 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	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					5
11. 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	
12. 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

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

> At MSASA our current strengths include inviting our food vendor in a meeting with parents so their voices can be heard, letting the parents bring up all concerns in the weekly Coffee with Principal, and sending multiple surveys home throughout the course of the year.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

> 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.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

> MSASA will improve engagement of underrepresented families by using Parent Square as an active two way tool of engagement. We will ensure that we have a PACE (Parent and Family Engagement) coordinator who is a reflection of our current school 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.

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?

> 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.

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Magnolia Science Academy San Diego	Gokhan Serce Regional Director and 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 an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (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 Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies 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 educational partners 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 educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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

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	

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

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	

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	

Other Adopted Academic Standards

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.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to 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 its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners 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 educational partners 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 educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and 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.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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
5. 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	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. 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	
8. 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	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

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.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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
9. 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	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. 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	
12. 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	

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

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.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

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.

Coversheet

Appointment of 2022-23 MPS Board Officers

Section: V. Action Items
Item: A. Appointment of 2022-23 MPS Board Officers
Purpose: Vote
Submitted by:
Related Material: 2022-23 MPS Board Officers.pdf

![Magnolia Public Schools logo]

Board Agenda Item #	V A: Action Item
Date:	June 23, 2022
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Alfredo Rubalcava, CEO & Superintendent
RE:	Appointment of 2022-23 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 24, 2022.

Introduction and Background

Every year in June, MPS approves the annual appointment of the Board Chair, Board Vice-Chair and Board Secretary. For 2021-22 Board appointments were as followed: Sandra Covarrubias, Board Chiar; Dr. Umit Yapanel, Board Vice-Chair; Jennifer Lara, Board Secretary.

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.

Coversheet

Approval of the Local Control and Accountability Plans (LCAP) for All MPS

Section: V. Action Items
Item: B. Approval of the Local Control and Accountability Plans
(LCAP) for All MPS
Purpose: Vote
Submitted by:
Related Material: Local Control and Accountability Plans (LCAP) for All MPS.pdf

Board Agenda Item #	V B: Action Item
Date:	June 23, 2022
To:	Magnolia Public Schools - 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 local control accountability plans (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 educational partners 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 educational partners in the development of their LCAP.

As part of the LCAP development process our schools have conducted educational partners surveys to engage our

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educational partners 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 educational partners in various settings, including presentations at regular meetings of the Board.

School leadership teams have also presented their CA School Dashboard results and findings as well as other school performance data to their educational partners at their PAC/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 priorities with 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 PAC, SSC and ELAC and their feedback 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 16, 2022. 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 23, 2022 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?

The public hearing of LCAP is a requirement for LEAs as described in the Ed Code.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

LCAP for each Magnolia Science Academy

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-1
CDS Code: 19-10199-6119945
School Year: 2022-23
LEA contact information:
Brad Plonka
Principal
bplonka@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 2022-23 School Year

Projected Revenue by Fund Source

All federal funds, $1,052,307, 7% , 1%
All local funds, $207,768
All other state funds, $3,832,105 , 26%
Total LCFF funds $9,738,260 66 %

LCFF supplemental & concentration grants, $2,657,589 , 18%
All Other LCFF funds, $7,080,671 , 48%
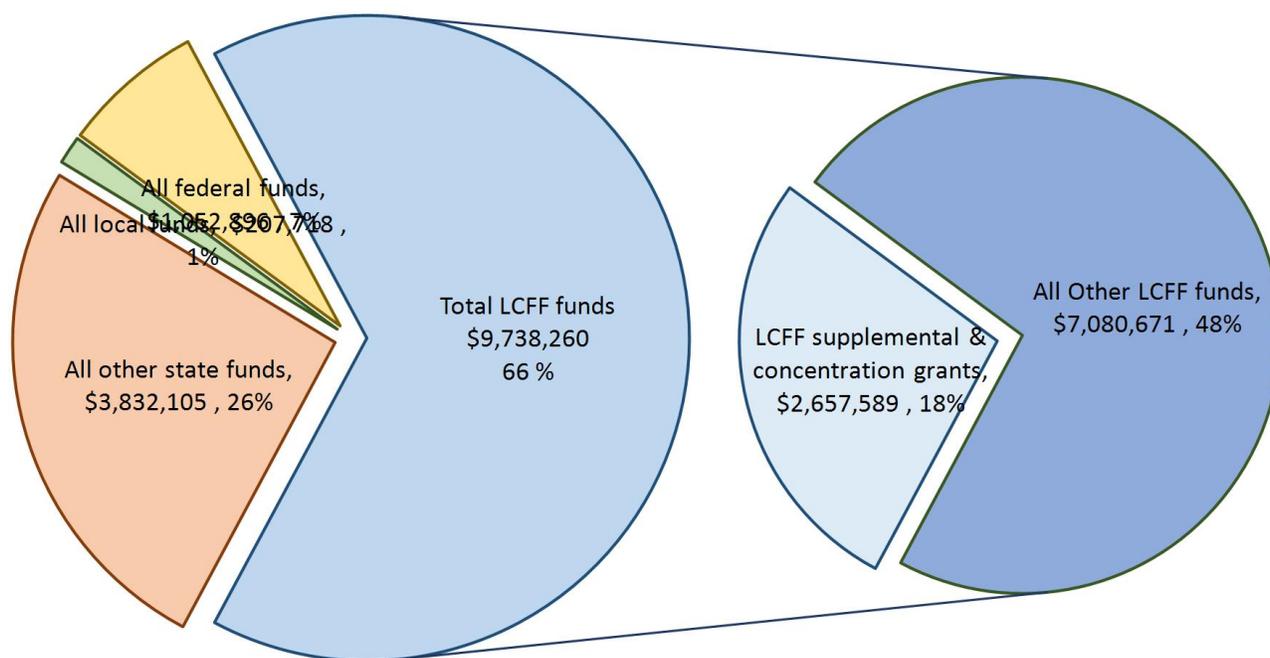
This chart shows the total general purpose revenue Magnolia Science Academy-1 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy-1 is $14,830,979, of which $9738260 is Local Control Funding Formula (LCFF), $3832105 is other

state funds, $207718 is local funds, and $1052896 is federal funds. Of the $9738260 in LCFF Funds, $2657589 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.

Budgeted Expenditures in the LCAP
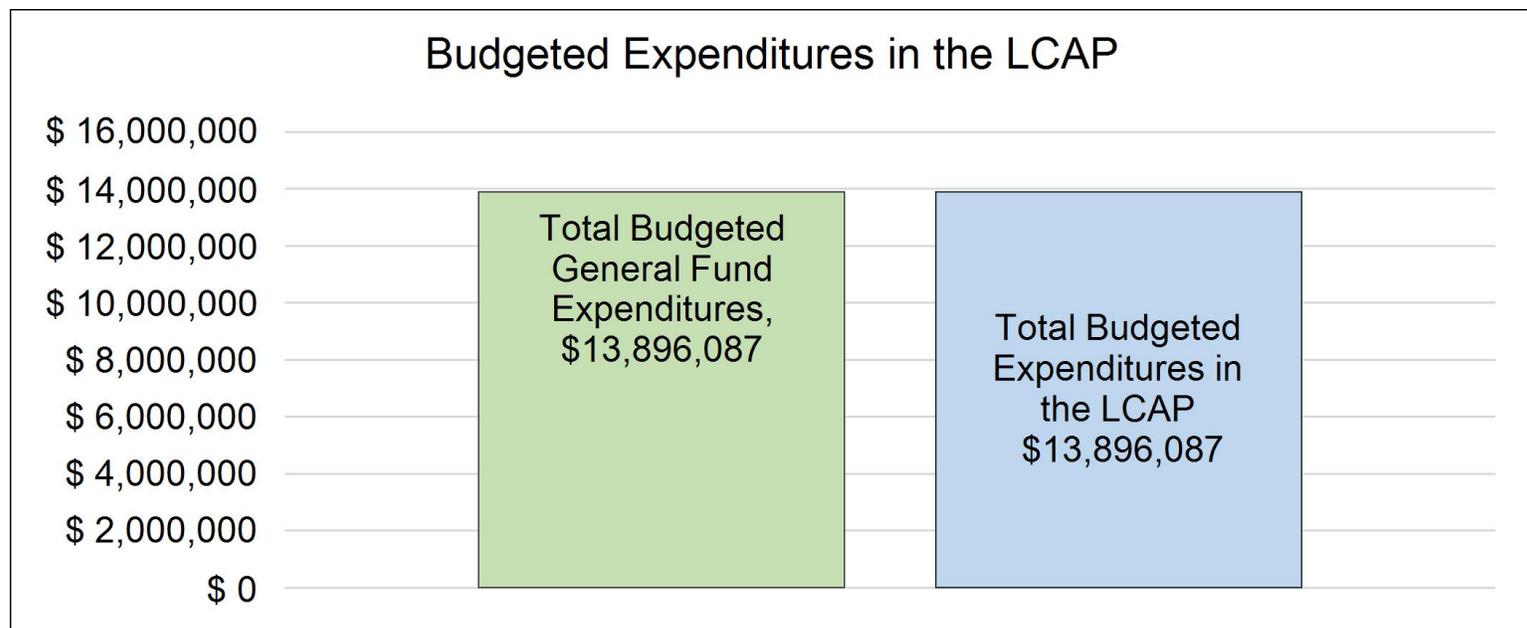
This chart provides a quick summary of how much Magnolia Science Academy-1 plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy-1 plans to spend $13,896,087 for the 2022-23 school year. Of that amount, $13,896,087 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:

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Magnolia Science Academy-1 is projecting it will receive $2657589 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-1 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy-1 plans to spend $2,963,197.00 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 2021-22

Prior Year Expenditures: Increased or Improved Services for High Needs Students
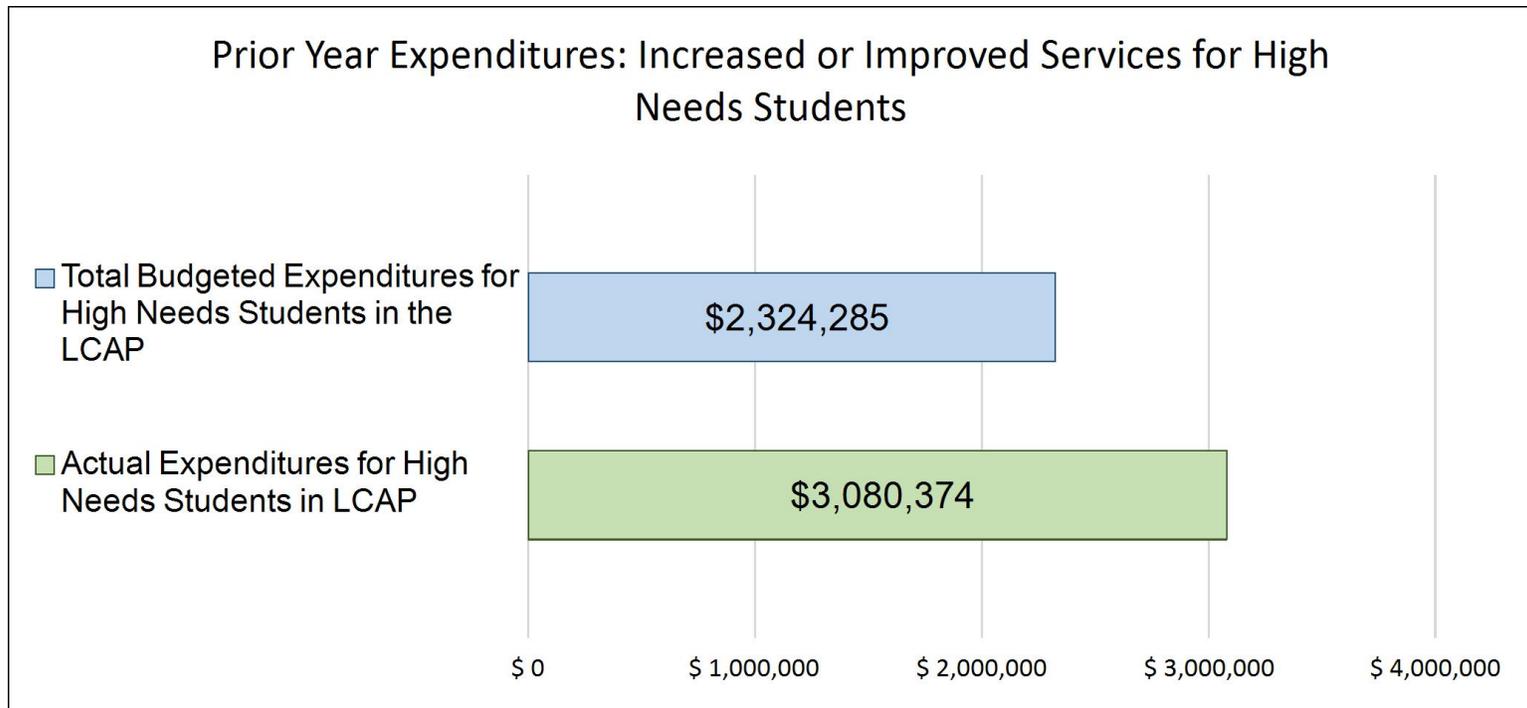
This chart compares what Magnolia Science Academy-1 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy-1 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Magnolia Science Academy-1's LCAP budgeted $$2,324,285.00 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-1 actually spent $$3,080,374.26 for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-1	Brad Plonka	bplonka@magnoliapublicschools.org 8186090507

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The LEA engaged with our educational partners on the use of funds provided by having sessions including Parent Task Force (PTF), School Site Council (SSC), which include student representatives, English Learner Advisory Committee (ELAC), Coffee with the Admin, and staff meetings (admin, teachers, resource specialists, school psychologist, paraprofessionals) for review and feedback. Parents on our PTF and SSC also serve as our parent advisory committee members, along with ELAC. Such committees represent students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC is valuable input for the funds provided. Also, at the home office level, the input from the Director of Special Education and Support Services, Director of Student Services, and all other department heads who work closely with students at the MSA-1 campus were welcomed and honored.

Additionally, we invite feedback from the public at large in our MPS Board meetings that are open to the public. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders. We received feedback from parents, students, and community members during the School Site Council meeting to hear from our educational partners.

Additionally, the families that speak languages other than English also attended all of our meetings. For those parents, we provided translation services. Also, we have had meetings held for English-speaking and Spanish-speaking parents so that the information related to school issues was provided to those parents in their language. All administrators: principals, deans of academics, dean of students, and college counselor met regularly to ensure that the funds for this plan were well utilized, sourced, and spent.
Additionally, the paraprofessionals, teacher aides, outside duty supervisors, custodial staff, after-school supervisors, and all other educators were involved in ensuring it would address students' needs.

We will do the same engagement activities for our A-G Completion Improvement Plan and Expanded Learning Opportunities Program

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The LEA plans on using the funds by adding staff who provide direct services to students on the school campus. The positions will include one Resource Specialist, English Learner Coordinator, and Intervention Teacher. Additionally, the remaining funds will be utilized to provide a retention bonus to all MSA-1 staff.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The LEA engaged its educational partners to use one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils by hosting virtual and in-person meetings. Parent Task Force (PTF), School Site Council (SSC), which include student representatives, English Learner Advisory Committee (ELAC), Coffee with the Admin, and staff meetings (admin, teachers, resource specialists, school psychologist, paraprofessionals) were are the platforms used to discuss the ESSER III plan for review and feedback. Parents on our PTF and SSC also serve as our parent advisory committee members, along with ELAC. Such committees represent students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC is valuable input for the ESSER III. Also, at the home office level, the input from the Director of Special Education and Support Services, Director of Student Services, and all other department heads who work closely with students at the MSA1 campus were welcomed and honored.

Additionally, we invite feedback from the public at large in our MPS Board meetings that are open to the public. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders. We received feedback from parents, students, and community members during the School Site Council meeting to hear from our educational partners.

Additionally, the families that speak languages other than English also attended all of our meetings. For those parents, we provided translation services. Also, we have had meetings held for English-speaking and Spanish-speaking parents so that the information related to school issues was provided to those parents in their language. All administrators: principals, deans of academics, dean of students, and college counselor met regularly to ensure that the funds for this plan were well utilized, sourced, and spent.

Additionally, the paraprofessionals, teacher aides, outside duty supervisors, custodial staff, afterschool supervisors, and all other educators were involved in preparing this plan to make sure it would address the needs of students. The tribes and civil rights organizations are not represented in MSA1's community. Finally, the school held School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings where individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth (N/A), migratory students(N/A), children who are incarcerated (N/A), and other underserved students. We have had our ESSER III plan presented during a regular MPS Governing board meeting for public comment and feedback from the public at large.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

MSA-1 implements the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan to support the students better. This is being achieved by addressing social/emotional needs by adding a behavior counselor and providing more academic opportunities for students to keep them from the learning loss due to the pandemic with more instructional days and summer school. Additionally, the implementation of creating a safer and cleaner campus by bringing in more supervising staff, furniture, and cleaning team members helps achieve the goal.

Some of the success has been finding a counselor available to start working with students individually and in groups in December. Also, MSA-1 could re-establish our partnership with Mitchell Family Counseling Clinic. This provides another layer of emotional support for students. Additionally, the funds allotted more people for cleaning and HVAC maintenance to provide a clean atmosphere for the community and expand the lunch area by procuring more lunch tables for the students to have adequate spacing.
Some difficulties have been finding staffing for other positions and getting the staff to have appropriate credentials and or permits.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

MSA-1 is using its fiscal resources received for the 2021-22 school year by providing more staffing to the school site to work with higher-tiered students who need more social-emotional support coming back to school during the pandemic. Also, more staff has been added to support and maintain COVID 19 mandates and ensure student safety on the campus. Additionally, capital improvements, maintenance, and upgrades are being made to help reduce the risk of virus transmission and exposure to environmental health hazards and to support student health needs. Finally, more academics support providing more instructional days and summer school to help with learning loss due to the pandemic.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support

recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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-1	Brad Plonka Principal	bplonka@magnoliapublicschools.org (818) 609-0507

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Magnolia Science Academy (MSA-1 or Charter School) is a classroom-based charter school serving grades 6–12 with a curriculum emphasizing 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 742 students in grades 6-12 and mainly draws enrollment from Reseda, CA, and neighboring communities. The neighborhoods that MSA-1 serves are heavily immigrants, with languages 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 91% Hispanic/Latino, 3% White, 3% Asian, 86% Socioeconomically Disadvantaged, 16% Special Education, and 22% English Learner population.

MSA-1 strives to graduate students from historically underserved neighborhoods as scientific thinkers who 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 from this year. The increase in student

scores is partly due to our ELA and Math department's adoption of the Common Core-aligned digital curriculum. Our English teachers use Study Sync, which is Common Core aligned and allows students to engage with the 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 percentage of our EL students who progressed toward English Proficiency increased by 16% compared to last year. Similarly, in our Math classes, we use the McGraw Hill online curriculum, which is also Common Core aligned and engages students 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 ensure they support our struggling students. Our Title I English teacher observes struggling students in three 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 the 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 72 graduating seniors and a 100 percent graduation rate. Our Dean of Academics and College counselors 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 72 of our seniors in writing a personal statement. Most students who graduate from MSA attend 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, our Power classes support struggling students through digital intervention content. We use Flex Literacy (for English), 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 for guided practice. In our English classes, we use Study Sync (ELD component in conjunction with what is being learned in ELA). Conducting class this way provides small group support outside the classroom for those students. Additionally, our Title 1 English and Deans analyze scores and data (MAP, ELPAC, SBAC), review student work samples, and frequently follow up 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 discuss 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 ensure students are progressing in the class/subject. Our Title I English Teacher provides PD for 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 bi-weekly 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 a straightforward 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 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 populations. 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 more significant role in supporting the EL students in the classroom and sets the schedule of pull-out sessions.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The MSA-1 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, communication, the small school, and class sizes.
- 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 the teacher evaluation system 'TeachBoost'
- 100% graduation rate; college-bound high school students
- 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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

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 school review and improvement process, 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 Admin 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 give valuable input to 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 PTF meetings, 4 SSC meetings, 4 ELAC meetings, and at least six parent activities/events, including Coffee with the Admin 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 educational partners.

Students Survey Feedback: Our Student approval rate in the area of Sense of Belonging (School Connectedness), decreased from 60% in 2021-2022 to 47% in 2021-2022. Students had difficulty adjusting to coming back from virtual learning and the boundaries set in place to come back to in-person learning (i.e., masking, weekly testing, etc.). However, 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. Further, students stated that they appreciate the mental health support and check-in from teachers, admin, the school psych and counselor. We have supported students emotionally as well through the SEL curriculum in a Wednesday homeroom We were also very happy to see that students rated highest in the area of Climate of Support for Academic Learning. This proves that our school is setting high expectations for learning, while also providing support for students who are struggling.

Staff Survey Feedback: Our overall satisfaction and approval rates for staff decreased from 2020-2021 to the 2021-2022 school year. Staff reported difficulty with coming back in person with all of the guidelines put in place. Plus, having to share a campus with our sister school made an already difficult situation with COVID guidelines harder due to the limited space. We will continue to work 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.

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 training for the 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 in person and virtually.
- 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.
- 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, small group instruction, summer school, and Saturday school.
- MAP Score Improvement: Parents were very happy to see the improvement students made on MAP.

School Site Council (SSC):
- Performance bonus for the staff
- Parents suggested changing the reading program since there is a huge amount of money used for it.
- Parents like having more paraprofessionals and campus aides to keep students safe when in the lunch area.
- Parents liked the extension of the school year to mitigate learning loss.
- More security to deal with the homelessness near the campus

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The MSA-1 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 college planning, dual enrollment with local colleges, and career exploration program for students early on, and offering more dual enrollment 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
- Bring back more parent workshop programs (i.e., Parent College)

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	2021-22: 0			2023-24: 0
Percentage of students without access to their own copies of standards-	2020-21: 0%	2021-22: 0%			2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
aligned instructional 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	2021-22: 0			2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 91%	2021-22: (Spring 2021 to Fall 2021) 78%			2023-24: (Spring 2023 to Fall 2023) 90%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 99.3%	2021-22: (As of 5/12/22) 97.5%			2023-24: 97.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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 review master schedules and teacher assignments annually to ensure teachers are appropriately assigned and fully credentialed in the subject area. For	$46,500.00	No

Action #	Title	Description	Total Funds	Contributing
		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 (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators regarding teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR-related matters. Expenditures associated with this action include the following: Service Fees and Payroll Fees The following expenditures will be funded by federal Title funds: None		
1.2	Instructional materials and technology	Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet student's academic, linguistic, cultural, social-emotional, and physical requirements. Charter School will annually review the alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter school will review budgets and plans annually to ensure an adequate instructional materials budget. 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, ensuring meaningful access to CA Content Standards-aligned instructional programs. Expenditures associated with this action include the following: Technology and NonCapital Equipment. The following expenditures will be funded by federal Title funds: • Technology: Resource: Title II; Amount: $909 • NonCapEquip: Resource: Title IV, Part A; Amount: $2,891	$1,062,818.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Clean and safe facilities that support learning	Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security, and high-quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM-focused school, we aim to operate sustainably and environmentally responsible. 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. Expenditures associated with this action include the following: Classified Support, Staff Benefits, Professional Services, Custodial Supplies, Rent & Leases, and building utilities and maintenance. The following expenditures will be funded by federal Title funds: None	$2,700,298.00	No
1.4	Healthy and nutritious meals	Charter School will maintain nutrition education resources and 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	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 and encourage participation in school meal programs. Expenditures associated with this action include the following: Food and Office Supplies. The following expenditures will be funded by federal Title funds: None		
1.5	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, growth, and operational effectiveness, and financial sustainability. The Home Office manages schools' business operations, reducing program and operations-related burdens of the Charter School administration and enabling the Charter School to receive services at a lower cost. The services of the Home Office include but are not limited to academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: CMO Fees, Professional Services, Legal, Audit & CPA, Oversight fees, and Interest Expenses. The following expenditures will be funded by federal Title funds: None	$1,372,227.00	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.

Goal 1 Action 1: There was a substantive difference in this planned action and implementation due to a Discretionary Bonus and payment for the extended school year provided to every staff member that qualified at Magnolia Science Academy-1

Goal 1 Action 2 - Goal 1 Action 5: There is not any substantive or material difference.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1: There was an approximate $300,000 difference in the Budgeted Expenditures and the Estimated Actual Expenditures due to the discretionary bonus and payment for the extended school year.

Goal 1 Action 2 - Goal 1 Action 5: There is not any substantive or material difference.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 1 Action 1: This action was effective due to supporting staff working through the pandemic and adding more instructional days to the academic calendar to help learn loss.

Goal 1 Action 2: This action was effective due to providing students with the appropriate amount of instructional materials and technology in the classroom.

Goal 1 Action 3: This action was effective due to providing more staff to help maintain the campus' cleanliness and repairs, have appropriate supplies for cleaning and cover the cost of the campus lease.

Goal 1 Action 4: This action was effective due to being able to provide healthy food and beverages for all students at MSA-1

Goal 1 Action 5: This action was effective due to providing MSA-1 with adequate support from the Home Office and legal services when needed.

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.

Goal 1 Action 1: Changes that were made to this action were to add five instructional days, support teachers with credentialing, and ultimately do the same for the upcoming school year.

Goal 1 Action 2: No changes were made to this action, but MSA-1 will continue to provide appropriate supplies for students and technology so that students can access a Chromebook at school and home.

Goal 1 Action 3: The changes were that MSA-1 utilized a third-party vendor to provide several deep cleans throughout and custodial support when one team member was on leave. Changes made for the next academic year will be to hire two additional part-time custodial team members to work an after-school shift to clean the campus after school to have it ready for the next day.

Goal 1 Action 4: No changes were made to this action, and MSA-1 will continue to provide healthy food and beverages for all students.

Goal 1 Action 5: No changes were made to this action, and MSA-1 will continue to utilize their support from the Home office and legal services.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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	2020-21: 100%	2021-22: (As of 5/13/22) 100%			2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Source: Local 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%	2021-22: (As of 5/13/22) 100%			2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 5/13/22) 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%	2021-22: (As of 5/13/22) 100%			2023-24: 100%
Percentage of students who have	2020-21: (First semester)	2020-21: (Second semester)			2023-24: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	62%	76%			
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 52.5	2021-22: (As of 5/13/22) 42.8			2023-24: 60.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: • All Students: 45.06% • English Learners: 3.03% • Socioeconomically Disadvantaged: 44.69% • Students with Disabilities: 8.62% • Asian: 64.28% • Hispanic: 42.73% • White: 56.25%	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.			2022-23: • All Students: 48.00% • English Learners: 10.00% • Socioeconomically Disadvantaged: 48.00% • Students with Disabilities: 15.00% • Asian: 66.00% • Hispanic: 47.00% • White: 58.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: • All Students: 38.37% • English Learners: 1.09% • Students with Disabilities: 9.09% • Hispanic: 35.73% • White: 63.64% IAB ELA Level 3 and 4 Projection (5/13/22): • All Students: 43.98%			
Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: (2019 Dashboard) • All Students: 12.9 points below standard • English Learners: 67.8 points below standard	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress			2022-23: (2023 Dashboard) • All Students: 7.0 points below standard • English Learners: 59.0 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 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	(MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: • All Students: 49.5% • English Learners: 43.0% • Students with Disabilities: 41.1% • Hispanic: 48.6% • White: 53.3%			• Socioeconomically Disadvantaged: 8.0 points below standard • Students with Disabilities: 80.0 points below standard • Asian: 50.0 points above standard • Hispanic: 12.0 points below standard • White: 22.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2020-21: • All Students: 57.6% • English Learners: 51.0% • Socioeconomically Disadvantaged: 58.6%	Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: • All Students: 49.5% • English Learners: 43.0%			2023-24: • All Students: 60.0% • English Learners: 60.0% • Socioeconomically Disadvantaged: 60.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Students with Disabilities: 60.5% • Asian: 67.7% • Hispanic: 57.3% • White: 55.0%	• Students with Disabilities: 41.1% • Hispanic: 48.6% • White: 53.3%			• Students with Disabilities: 60.0% • Asian: 70.0% • Hispanic: 60.0% • White: 60.0%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: • All Students: 30.13% • English Learners: 9.09% • Socioeconomically Disadvantaged: 27.72% • Students with Disabilities: 5.17% • Asian: 42.86% • Hispanic: 27.16% • White: 62.50%	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:			2022-23: • All Students: 34.00% • English Learners: 15.00% • Socioeconomically Disadvantaged: 34.00% • Students with Disabilities: 15.00% • Asian: 45.00% • Hispanic: 32.00% • White: 64.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		• All Students: 17.49% • English Learners: 1.02% • Students with Disabilities: 3.70% • Hispanic: 14.70% • White: 54.55% IAB Math Level 3 and 4 Projection (5/13/22): • All Students: 31.98%			
Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: (2019 Dashboard) • All Students: 43.1 points below standard • English Learners: 77.6 points below standard • Socioeconomically Disadvantaged: 47.1 points below standard	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their			2022-23: (2023 Dashboard) • All Students: 37.0 points below standard • English Learners: 67.0 points below standard • Socioeconomically Disadvantaged: 41.0 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Students with Disabilities: 121.2 points below standard • Asian: 34.3 points above standard • Hispanic: 50.0 points below standard • White: 6.2 points above standard	growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: • All Students: 50.1% • English Learners: 37.2% • Students with Disabilities: 44.0% • Hispanic: 49.5% • White: 71.4%			• Students with Disabilities: 100.0 points below standard • Asian: 35.0 points above standard • Hispanic: 42.0 points below standard • White: 8.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2020-21: • All Students: 57.7% • English Learners: 55.4% • Socioeconomically Disadvantaged: 57.6% • Students with Disabilities: 51.1% • Asian: 68.8%	Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: • All Students: 50.1% • English Learners: 37.2% • Students with Disabilities: 44.0%			2023-24: • All Students: 65.0% • English Learners: 60.0% • Socioeconomically Disadvantaged: 65.0% • Students with Disabilities: 60.0% • Asian: 70.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Hispanic: 56.5% • White: 68.4%	• Hispanic: 49.5% • White: 71.4%			• Hispanic: 65.0% • White: 70.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: (2019 Dashboard) 52.6%	2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. 2022 ELPAC Percentage of Students at Each Performance Level: • Level 4: 16.80% • Level 3: 33.60% • Level 3: 40.00% • Level 1: 9.60%			2022-23: (2023 Dashboard) 55.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 10.4%	2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.			2023-24: 13.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2022 ELPAC Percentage of Students Level 4: 16.80%			
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: • All Students: 30.61% • English Learners: 0.00% • Socioeconomically Disadvantaged: 29.46% • Students with Disabilities: 5.00% • Hispanic: 26.56%	CAST assessments were waived during the 2019-20 and 2020-21 school years.			2022-23: • All Students: 33.00% • English Learners: 10.00% • Socioeconomically Disadvantaged: 33.00% • Students with Disabilities: 15.00% • Hispanic: 30.00%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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 needs and interests. 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	$3,202,339.00	No

Action #	Title	Description	Total Funds	Contributing
		curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: • Unemployment Insurance: Resource: Title I, Part A; Amount: $89,452 • Health & Welfare Benefits: Resource: Title I, Part A: Amount: $3,695.40 • OASDI/Medicare: Resource: Title I, Part A: Amount: $648,527 • STRS: Resource: Title I, Part A; Amount $8,542.67 • Teacher Salaries: Resource: Title I, Part A; Amount: $ 44,726		
2.2	Professional development for high-quality instruction	Professional development will occur at the MPS organizational level and within the school. Charter school will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as support 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	$78,222.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the MPS Home Office's high-quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and Teacher Salaries. The following expenditures will be funded by federal Title funds: • Professional development expenses: Resource: Title II, Part A; Amount: $15,000 • Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: $18,062 • Teacher Salaries: Resource: Title II, Part A; Amount: $1,200		
2.3	MTSS - Academic enrichment, intervention, and student support	Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)	$759,810.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: Educational Software, Staff benefits, Administrator and Teacher salaries. The following expenditures will be funded by federal Title funds: • Educational Software: Resource: Title I, Part A; Amount: $67,637 • Unemployment Insurance: Resource: Title I, Part A; Amount: $216,568 • Health & Welfare Benefits: Resource: Title I, Part A; Amount: $6,159 • OASDI/Medicare: Resource: Title I, Part A; Amount: $1,570.12 • STRS: Resource: Title I, Part A; Amount: $20,682.25 • Certificated Admin: Resource: Title I, Part A; Amount: $4,000 • Teacher Salaries: Resource: Title I, Part A; Amount: $104,264 • Educational Software: Resource: Title IV: Amount $67,637		
2.4	Designated and integrated ELD programs	Charter School will provide ELs by proficiency level services 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, including 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 teachers participate in PD on ELD instructional strategies and	$199,947.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include but is not limited to annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: Professional Services. The following expenditures will be funded by federal Title funds: • Professional Services: Resource: Title III - LEP; Amount: $88,739		
2.5	Support for students with disabilities	Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth, and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs and goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will collaborate, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed, and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional	$1,332,141.00	No

Action #	Title	Description	Total Funds	Contributing
		salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: N/A.		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 2 Action 1 - Goal 2 Action 5: There is not any substantive or material difference.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1 - Goal 2 Action 5: There is not any substantive or material difference.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 2 Action 1: This action was effective due to providing all our students with a broad array of courses, including course subjects and electives.

Goal 2 Action 2: This action effectively allowed MSA-1 to provide appropriate PD to all staff, supporting their ability to work with students and allowing several teachers to continue their education.

Goal 2 Action 3: This action effectively allowed MSA-1 to implement MTSS to support students. It also allowed MSA-1 to provide interventions to students needing academic growth in both English Language Arts and Mathematics. Also, this action permitted MSA-1 to have staff support students with IEPs who are English Learners.

Goal 2 Action 4: This action effectively allowed MSA-1 to provide ELD instruction to all ELs with instructional materials, PD to staff, and bilingual assistants.

Goal 2 Action 5: This action effectively allowed MSA-1 to provide students with IEPs with needed support from SPED personnel and SPED service fees.

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.

Goal 2 Action 1: No changes were made to this goal, but MSA-1 will be updating the Science curriculum for grades 6-8 for the academic year.

Goal 2 Action 2: MSA-1 provided student engagement PD to all staff during the academic year and plans to provide Universal Design for Learning professional development to staff for the upcoming school year.

Goal 2 Action 3: MSA-1 continued to provide MTSS support and continues to utilize these supports for the next school year.

Goal 2 Action 4: No changes were made to this goal, and the same actions are planned for the coming year.

Goal 2 Action 5: No changes were made to this goal, and the same actions are planned for the coming year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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%	2021 Dashboard CCI data is not available. 2021-22: (Projected as of 5/13/22) 58.3%			2022-23: (2023 Dashboard) 70.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-	2018-19: 55.56%	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21			2022-23: 60.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA/Literacy assessments (Source: CDE DataQuest)		school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: • Grade 11 Students: 58.23% IAB ELA Level 3 and 4 Projection (5/13/22): • Grade 11 Students: 64.38%			
Percentage of students in Grade 11 meeting or exceeding	2018-19: 15.87%	CAASPP-Mathematics assessments were			2022-23: 30.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)		waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments. Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: • Grade 11 Students: 34.18% IAB Math Level 3 and 4 Projection (5/13/22): • Grade 11 Students: 38.58%			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 68.4%	2020-21: 49.6%			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%	2020-21: 64.4%			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%	2021-22: (As of 5/13/22) 23.6%			2023-24: 30.0%
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 84.6%	2020-21: 87.5% 2021-22: (As of 5/13/22) 81.9%			2022-23: 95.0%
Percentage of cohort graduates earning a Seal of Biliteracy	2020-21: (As of 5/16/21) 36.5%	2021-22: (As of 5/13/22) 22.2%			2023-24: 30.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Source: CDE DataQuest)					
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 31.1%	2021-22: (As of 5/13/22) 30.6%			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%	2021-22: (As of 5/13/22) 29.2%			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%	2021-22: (As of 5/13/22) 94%			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%	2021-22: (As of 5/13/22) 67%			2023-24: 70.0%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 49.2%	Class of 2019 data is not available.			Class of 2021: 65.0%
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local	2020-21: (As of 4/16/21) 9%	2021-22: (As of 5/13/22) 2%			2023-24: 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Indicator Priority 7, SIS)					
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%	2021-22: (As of 5/13/22) 92%			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%	2021-22: (As of 5/13/22) 100%			2023-24: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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	$236,790.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and career exploration, test prep for ACT/SAT, college application, and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college-related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Expenditures associated with this action include the following: Educational Software. The following expenditures will be funded by federal Title funds: • Educational Software: Resource: Title IV, Part A; Amount: $500		
3.2	STEAM and GATE programs	Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and clubs. 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, using problem-based learning, and research.	$13,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: Educational Software The following expenditures will be funded by federal Title funds: • Educational Software: Resource: Title IV, Part A; Amount: $3,000		
3.3	Digital literacy and citizenship programs	Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas, and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly, and digital etiquette. Expenditures associated with this action include the following: Educational Software The following expenditures will be funded by federal Title funds: • Educational Software: Resource: Title I, Part A; Amount: $7,492	$348,945.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	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 for students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals, or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE supplies expenses. The following expenditures will be funded by federal Title funds: • PE Supplies: Resource: Title IV, Part A; Amount: $15,000	$392,106.00	Yes
3.5	Additional programs and activities that support well-rounded education	In an effort to provide a well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline, and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after-school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering,	$822,432.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ELA, languages other than English and culture, sports, visual and performing arts, community service, and others. 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.		

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.

Goal 3 Action 1: MSA-1 had planned only to have one college counselor for the whole high school to support students in completing their high school diploma requirements and guide them in their plans after high school. Due to the higher numbers of high school students, MSA-1 added a half-time college counselor to support the caseload of students.

Goal 3 Action 2 - Goal 3 Action 5: There is no substantive or material difference.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1: MSA-1 had budgeted approximately $114,000 and spent roughly $65,000 more for the additional half-time College Counselor.

Goal 3 Action 2 - Goal 3 Action 5: There is no substantive or material difference.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 3 Action 1: This was effective as it provided more individual support to our high school students by reducing the caseload from one counselor to 1.5 counselors. This helped students meet graduation deadlines and their continuing education plans.

Goal 3 Action 2: This action was effective as it provided MSA-1 students with opportunities to take courses that are STEAM related and a GATE program.

Goal 3 Action 3: This action was effective as it provided MSA-1 students with opportunities to take technology courses and provide programs that taught digital citizenship.

Goal 3 Action 4: This action was effective as it provided MSA-1 students with opportunities to take a physical education course in grades six through 10th. Additionally, give the students the appropriate PE equipment and programs offered as extracurricular sports.

Goal 3 Action 5: This action was effective as it provided MSA-1 students with opportunities to take additional elective classes.

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.

Goal 3 Action 1: The changes that will be made for the academic year will be having two full-time college counselors as well as providing them with a College and Career Center on campus for students to receive the necessary support needed to graduate high school on time with all the essential requirements and guidance and support for their next steps after high school.

Goal 3 Action 2: The changes that will be made are that MSA-1 will provide more STEAM-related classes for students as an elective.

Goal 3 Action 3: There were no planned changes for the next academic year.

Goal 3 Action 4: The changes that were made were that MSA-1 made upgrades to the PE facilities and supplies. The planned changes will continue to provide more equipment and improved facilities.

Goal 3 Action 5: No changes were made to this action, but MSA-1 will continue providing more options for students to take outside their core classes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	CONNECTION: All students, families, staff, and other educational partners will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Educational partners 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 educational partners. This sense of connection creates a safe place for all learners and educational partners 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 educational partner 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	2021-22: (As of 5/13/22) 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	2021-22: (As of 5/13/22) 3			2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 20	2021-22: (As of 5/13/22) 5			2023-24: 4
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 20	2021-22: (As of 5/13/22) 5			2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: 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%	2021-22: (As of 5/13/22) 9.9%			2023-24: 20%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 98.06%	2021-22: (P-2 ADA) 88.19%			2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 3.8%	2021-22: (As of 5/13/22) 24.4%			2023-24: 5.0%
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%	2021-22: (As of 5/13/22) 0%			2023-24: 0.0%

2022-23 Local Control Accountability Plan for Magnolia Science Academy-1

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%	2020-21: 0.0%			2022-23: 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 100.0%	2020-21: (2021 Dashboard) 100%			2022-23: (2023 Dashboard) 100.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 5/13/22) 1.6%			2023-24: 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 5/13/22) 0.0%			2023-24: 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 91.5% Families: 100.0% Staff: 100.0%	2021-22: Students: 80.8% Families: 13.8% Staff: 86.6%			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%	2021-22: Students: 58.0% Families: 91.0% Staff: 73.0%			2023-24: Students: 75% Families: 95% Staff: 90%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 91%	2021-22: (Spring 2021 to Fall 2021) 94.0%			2023-24: (Spring 2023 to Fall 2023) 90%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	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. Expenditures associated with this action include the following: N/A.		Yes
4.2	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 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 and additional workshops for parents of EL and	$322,140.00	Yes

Action #	Title	Description	Total Funds	Contributing
		immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Professional Services, Unemployment Insurance, OASDI/Medicare, STRS, and Teacher Salaries. The following expenditures will be funded by federal Title funds: • Professional Services: Resource: Title I, Part A; Amount: $9,001 • Unemployment Insurance: Resource: Title I, Part A; Amount: $16 • OASDI/Medicare: Resource: Title I, Part A; Amount: $116 • STRS: Resource: Title I, Part A; Amount: $1,528 • Teacher Salaries: Resource: Title I, Part A; Amount: $8,000		
4.3	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 and instructional materials, including free uniforms. Students who are homeless, experiencing housing instability, in foster care, experiencing personal/family crises, or having 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 assess our suspension/expulsion policies and procedures annually and implement alternatives to suspension/expulsion, including restorative practices. Teachers will	$680,713.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 clear, fair, incremental, restorative, and culturally responsive teaching, intervention, and prevention strategies and protocols. 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 the greatest progress and needs to inform our next steps. Expenditures associated with this action include the following: Instructional Materials & Supplies. The following expenditures will be funded by federal Title funds: • Instructional Materials & Supplies: Resource: Title I, Part A; Amount: $4,770		
4.4	Annual educational partner 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 educational partners' 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 educational partners open-	$3,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: • Panorama Education survey fees: Resource: Title I, Part A; Amount: $3,500		
4.5	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 various educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: N/A.	$302,159.00	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.

Goal 4 Action 1 - Goal Action 5: There is no substantive or material difference.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1 - Goal Action 5: There is no substantive or material difference.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 4 Action 1: This was an effective action as MSA-1 was able to hold all necessary meetings with their families.

Goal 4 Action 2: This was an effective action as MSA-1 was able to provide programs that keep the families in the loop with everything that is happening in their child's education. Additionally, it permitted MSA-1 the opportunity to have a dedicated staff member to support this action.

Goal 4 Action 3: This was an effective action as MSA-1 was able to provide students with a safe, nurturing, and engaging learning environment for all.

Goal 4 Action 4: This was an effective action as MSA-1 was able to provide surveys throughout the year to check in with all community partners.

Goal 4 Action 5: This was an effective action as MSA-1 was able to continue to establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school.

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.

Goal 4 Action 1: Changes made to this action were that some meetings with families were held virtually. The planned changes for the coming year will have all in-person meetings with families.

Goal 4 Action 2: There were no changes made to this action and MSA-1 plans to add an additional staff member to assist with this action next school year.

Goal 4 Action 3: There were no changes made to this action and MSA-1 will continue to provide a safe, nurturing, and engaging learning environment.

Goal 4 Action 4: There were no changes made to this action and MSA-1 will continue to provide surveys to all community partners throughout the academic year to gauge what changes need to be made.

Goal 4 Action 5: There were no changes made to this action and MSA-1 will continue to establish partnerships that invest in and support the vision and goals of the school. Additionally, MSA-1 will add a Community Schools Coordinator to support this action.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$2,657,589	$288,074.54

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.05%	0.00%	$0.00	38.05%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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 effective in the current school year and will continue in the coming year. Charter School will promote healthy food and beverage choices for all students throughout campus and 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 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 slow-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 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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The LEA plans on using the funds by adding staff who provide direct services to students on the school campus. The positions will include one Resource Specialist, English Learner Coordinator, and Intervention Teacher.
Similar to last year, MSA-1 is planning on utilizing funds to add more support positions.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$9,893,766.00	$2,836,899.00	$58,790.00	$1,106,632.00	$13,896,087.00	$8,014,284.00	$5,881,803.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Teacher assignments and credentials	All	$46,500.00				$46,500.00
1	1.2	Instructional materials and technology	All	$969,018.00	$88,000.00		$5,800.00	$1,062,818.00
1	1.3	Clean and safe facilities that support learning	All	$1,693,461.00	$831,919.00		$174,918.00	$2,700,298.00
1	1.4	Healthy and nutritious meals	Low Income	$20,000.00				$20,000.00
1	1.5	Well-orchestrated Home Office support services	All	$1,319,958.00	$25,497.00		$26,772.00	$1,372,227.00
2	2.1	Broad course of study and standards-based curriculum	All	$2,901,632.00	$243,005.00		$57,702.00	$3,202,339.00
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	$15,189.00	$28,772.00		$34,261.00	$78,222.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	$363,140.00	$139,044.00		$257,626.00	$759,810.00
2	2.4	Designated and integrated ELD programs	English Learners	$110,208.00			$89,739.00	$199,947.00
2	2.5	Support for students with disabilities	Students with Disabilities		$1,072,420.00		$259,721.00	$1,332,141.00
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	$107,620.00	$20,000.00		$109,170.00	$236,790.00
3	3.2	STEAM and GATE programs	English Learners Foster Youth	$10,000.00			$3,000.00	$13,000.00

2022-23 Local Control Accountability Plan for Magnolia Science Academy-1

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	$341,453.00			$7,492.00	$348,945.00
3	3.4	Physical education, activity, and fitness	Low Income	$296,316.00		$38,790.00	$57,000.00	$392,106.00
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	$626,387.00	$176,045.00	$20,000.00		$822,432.00
4	4.1	Seeking family input for decision making	English Learners Foster Youth Low Income					
4	4.2	Building partnerships with families for student outcomes	English Learners Foster Youth Low Income	$297,441.00	$6,038.00		$18,661.00	$322,140.00
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	$675,943.00			$4,770.00	$680,713.00
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	$3,500.00				$3,500.00
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	$96,000.00	$206,159.00			$302,159.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type		Total LCFF Funds
$6,984,709	$2,657,589	38.05%	0.00%	38.05%	$2,963,197.00	0.00%	42.42 %	**Total:**		$2,963,197.00
								LEA-wide Total:		$2,963,197.00
								Limited Total:		$0.00
								Schoolwide Total:		$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.4**	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	$20,000.00	
2	**2.2**	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,189.00	
2	**2.3**	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$363,140.00	
2	**2.4**	Designated and integrated ELD programs	Yes	LEA-wide	English Learners	All Schools	$110,208.00	
3	**3.1**	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$107,620.00	
3	**3.2**	STEAM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
3	**3.3**	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth	All Schools	$341,453.00	

2022-23 Local Control Accountability Plan for Magnolia Science Academy-1

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	$296,316.00	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$626,387.00	
4	4.1	Seeking family input for decision making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.2	Building partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$297,441.00	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$675,943.00	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,500.00	
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$96,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$10,354,576.00	$11,122,199.19

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher assignments and credentials	No	$46,000.00	346,500.00
1	1.2	Instructional materials and technology	No	$585,897.00	699,652.41
1	1.3	Clean and safe facilities that support learning	No	$2,013,000.00	2,131,838.00
1	1.4	Healthy and nutritious meals	Yes	$15,000.00	20,000.00
1	1.5	Well-orchestrated Home Office support services	No	$1,036,000.00	1,292,303.33
2	2.1	Broad course of study and standards-based curriculum	No	$2,484,045.00	2,409,973.24
2	2.2	Professional development for high-quality instruction	Yes	$58,750.00	46,750.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	$1,013,304.00	857,565.83
2	2.4	Designated and integrated ELD programs	Yes	$180,345.00	186,241.26
2	2.5	Support for students with disabilities	No	$806,544.00	833,664.76

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	College/Career readiness programs and activities	Yes	$115,721.00	183,422.84
3	3.2	STEAM and GATE programs	Yes	$3,000.00	3,000.00
3	3.3	Digital literacy and citizenship programs	Yes	$210,990.00	281,499.61
3	3.4	Physical education, activity, and fitness	Yes	$216,943.00	318,491.36
3	3.5	Additional programs and activities that support well-rounded education	Yes	$786,512.00	702,276.97
4	4.1	Seeking family input for decision making	Yes		
4	4.2	Building partnerships with families for student outcomes	Yes	$395,265.00	308,321.69
4	4.3	MTSS - PBIS and SEL support	Yes	$382,860.00	437,197.89
4	4.4	Annual stakeholder surveys	Yes	$4,400.00	3,500.00
4	4.5	Community outreach and partnerships	Yes		60,000.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$2,345,920.00	$2,324,285.00	$3,080,374.26	($756,089.26)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	$15,000.00	5,000.00		
2	2.2	Professional development for high-quality instruction	Yes	$38,750.00	46,750.00		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	$334,385.00	847,065.83		
2	2.4	Designated and integrated ELD programs	Yes	$91,945.00	186,241.26		
3	3.1	College/Career readiness programs and activities	Yes	$111,221.00	183,422.84		
3	3.2	STEAM and GATE programs	Yes		3,000.00		
3	3.3	Digital literacy and citizenship programs	Yes	$207,990.00	281,499.61		
3	3.4	Physical education, activity, and fitness	Yes	$216,943.00	318,491.36		
3	3.5	Additional programs and activities that support well-rounded education	Yes	$637,512.00	667,276.97		
4	4.1	Seeking family input for decision making	Yes				
4	4.2	Building partnerships with families for student outcomes	Yes	$283,279.00	49,928.50		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	MTSS - PBIS and SEL support	Yes	$382,860.00	428,197.89		
4	4.4	Annual stakeholder surveys	Yes	$4,400.00	3,500.00		
4	4.5	Community outreach and partnerships	Yes		60,000.00		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$6,253,235.00	$2,345,920.00	0.00%	37.52%	$3,080,374.26	0.00%	49.26%	$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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

2022-23 Local Control Accountability Plan for Magnolia Science Academy-1

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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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

2022-23 Local Control Accountability Plan for Magnolia Science Academy-1

- 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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:

2022-23 Local Control Accountability Plan for Magnolia Science Academy-1

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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.

- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **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.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

  - This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table
Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

  o   This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy 2

CDS Code: CA

School Year: 2022-23

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 2022-23 School Year

Projected Revenue by Fund Source

All federal funds, $621,415
All local funds 7% $42,117, 1%

All other state funds, $1,987,158, 21%

Total LCFF funds $6,619,027 71 %

LCFF supplemental & concentration grants, $1,672,588, 18%

All Other LCFF funds, $4,946,439, 53%
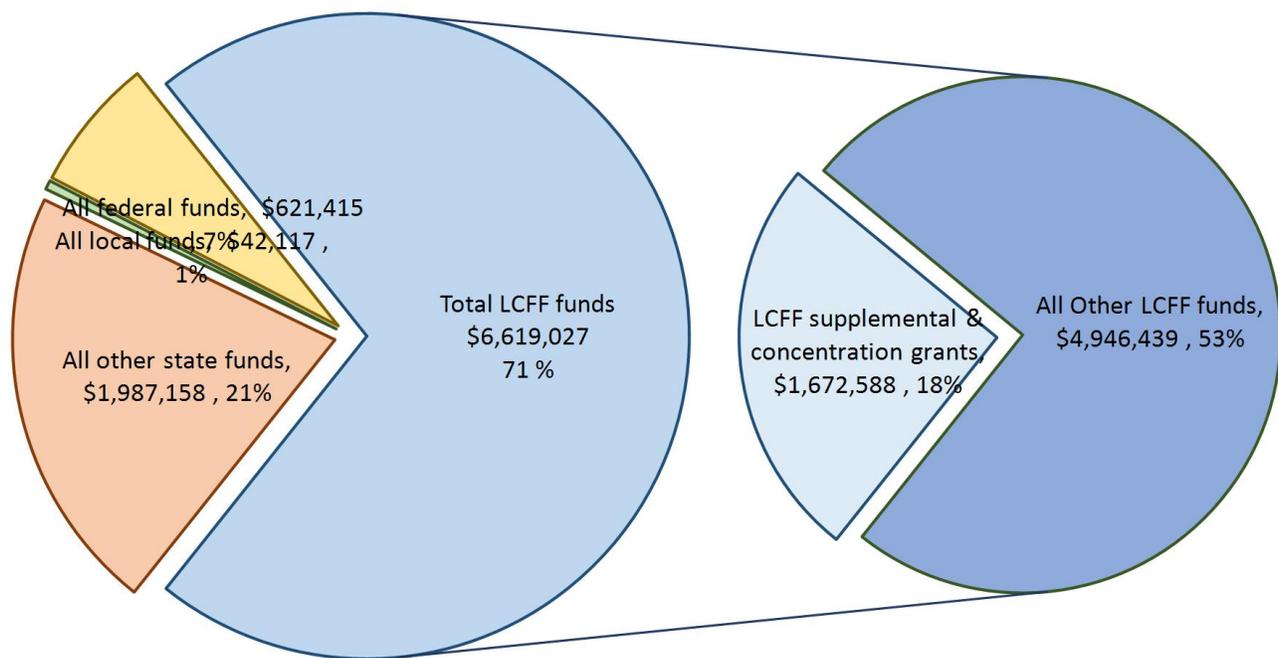
This chart shows the total general purpose revenue Magnolia Science Academy 2 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy 2 is $9,269,717, of which $6619027 is Local Control Funding Formula (LCFF), $1987158 is other state funds,

$42117 is local funds, and $621415 is federal funds. Of the $6619027 in LCFF Funds, $1672588 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $8,341,147

Total Budgeted Expenditures in the LCAP $8,341,147
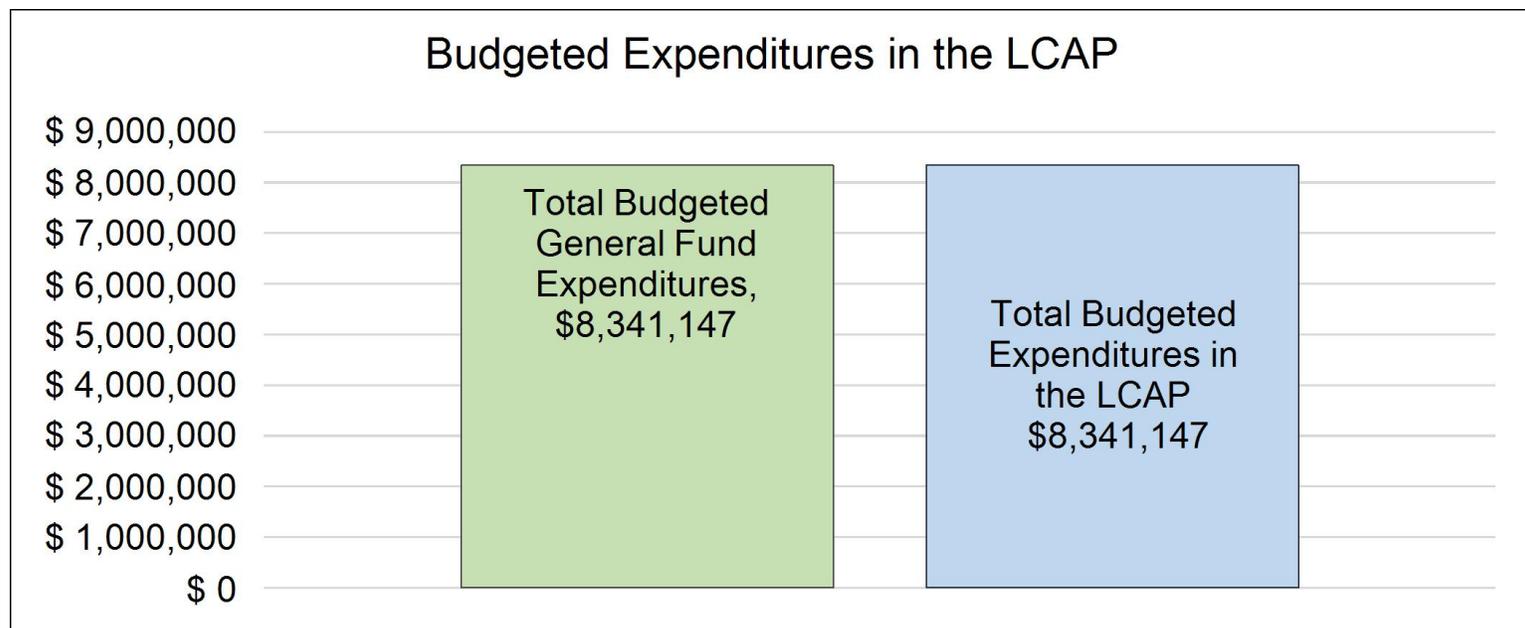
This chart provides a quick summary of how much Magnolia Science Academy 2 plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy 2 plans to spend $8,341,147 for the 2022-23 school year. Of that amount, $8,341,147 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:

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Magnolia Science Academy 2 is projecting it will receive $1672588 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 $1,779,311.00 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 2021-22

Prior Year Expenditures: Increased or Improved Services for High Needs Students
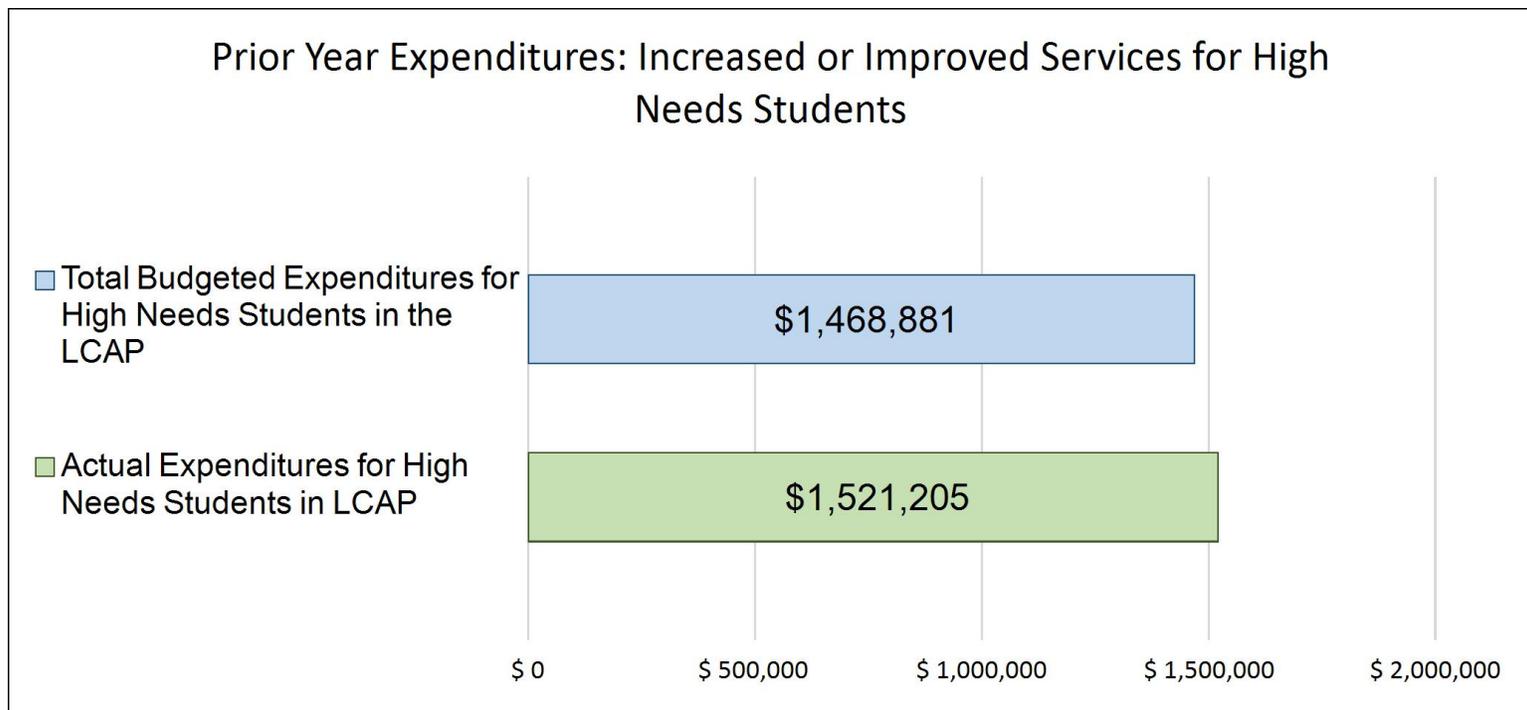
This chart compares what Magnolia Science Academy 2 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy 2 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Magnolia Science Academy 2's LCAP budgeted $$1,468,881.35 for planned actions to increase or improve services for high needs students. Magnolia Science Academy 2 actually spent $$1,521,204.75 for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

MSA-2 has a tremendous amount of opportunities to engage our educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 LCAP. In particular, MSA-2 has continued to utilize our expansive programs, systems and structures of engagement to seek feedback from educational partners which have permitted the school to receive ample input during the process of making decisions about the chosen action plan for the funds.

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 possible different options which are available for the utilization of the fiscal resources attached to Budget Act of 2021 that were not included in the 2021-22 LCAP. 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 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

In addition, MSA2 utilizes the following tools to disseminate information to stakeholders:
- ParentSquare
- School website
- Email
- Phone calls / voice message
- Social media
- Google Classroom
- Infinite Campus
- Google Forms
- Panorama Education - survey
- Home visits

Significant feedback related to the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 LCAP was the result of community input from various educational partners. One such example of these recommendations is the decision to add additional security personnel on campus, which was shared during a School Site Council meeting by one of the parent members during October 2021. In addition, the decision to add an additional school custodian was shared by an MSA2 staff member during our weekly professional development time in October 2021 during the Covid-19 pandemic, since additional duties are required to keep the school clean which require more hours than our current staff were previously taking. All feedback from stakeholders helped make the process of soliciting feedback related to the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 LCAP more impactful for our community. As of this date, the aforementioned engagement efforts took place for the Educator Effectiveness Block Grant. Similar efforts will take place for A-g Completion Improvement Grant and Expanded Learning Opportunities Program grants.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

MSA-2 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In particular, MSA-2 received $194,213 during the 2021-22 academic year from the concentration grant add-on funds.

The first form of MSA-2 utilizing these funds was in MSA-2 hiring an additional administrative assistant with these funds in the amount of approximately $60,000 per year including salary and benefits to support the provision of academic interventions. Since this staff member started during the Spring 2022 semester, the estimated expenses for salary and benefits for this position is $30,000 for the 2021-22 academic year.

The next form of MSA-2 utilizing these funds was in MSA-2 hiring an additional SPED paraprofessional with these funds in the amount of approximately $55,000 per year including salary and benefits to support the provision of academic interventions. Since this staff member started during the Spring 2022 semester, the estimated expenses for salary and benefits for this position is $22,500 for the 2021-22 academic year.

MSA-2 is also in the process of seeking to hire a new SPED teacher position during this academic year in with an estimated expense of $120,000 per year including salary and benefits. If this position is able to be hired during the Spring 2022 semester, MSA-2 anticipates that the school will spend an estimated amount of $60,000 on this position for the current academic.

MSA-2 is also in the process of seeking to hire a new EL paraprofessional during this academic year in with an estimated expense of $60,000 per year including salary and benefits. If this position is able to be hired during the Spring 2022 semester, MSA-2 anticipates that the school will spend an estimated amount of $30,000 on this position for the current academic.

MSA-2 is also in the process of seeking to hire a social worker during this academic year in with an estimated expense of $103,426 per year including salary and benefits. If this position is able to be hired during the Spring 2022 semester, MSA-2 anticipates that the school will spend an estimated amount of $51,713 on this position for the current academic.

MSA-2's plan is to expend the full $194,213 budgeted amount during the 2021-22 academic year from the concentration grant add-on funds. However, there is a possibility that not all positions will be able to be filled candidates who end up being hired during this time due to the conditions in the labor market within each respective position.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

As was stated in the earlier section of this report, MSA-2 has a tremendous amount of opportunities to engage our educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils. In particular, MSA-2 has continued to utilize our expansive programs, systems and structures of engagement to seek feedback from educational partners which have permitted the school to receive ample input during the process of making decisions about the chosen action plan for the funds.

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 possible different options which are available for the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils. 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 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

2022-23 Local Control Accountability Plan for Magnolia Science Academy 2

- 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

In addition, MSA2 utilizes the following tools to disseminate information to stakeholders:
- ParentSquare
- School website
- Email
- Phone calls / voice message
- Social media
- Google Classroom
- Infinite Campus
- Google Forms
- Panorama Education - survey
- Home visits

Significant feedback related to the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils was the result of community input from various stakeholder groups. One such example of these recommendations is the decision to add additional security personnel on campus, which was shared during a School Site Council meeting by one of the parent members during October 2021. In addition, the decision to add an additional school custodian was shared by an MSA2 staff member during our weekly professional development time in October 2021 during the Covid-19 pandemic, since additional duties are required to keep the school clean which require more hours than our current staff were previously taking. All feedback from stakeholders helped make the process of soliciting feedback related to the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils more impactful for our community.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

MSA-2 is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure

plan, and is experiencing both successes and challenges experienced during implementation. The below section contains a breakdown of the budgeted amounts which were allocated for each action within each category of the ESSER III plan as well as the plans which each respective action aligns with. In addition, below each action, a description about the current status describes the successes and/or challenges associated with each action.

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CATEGORY 1
Total ESSER III funds being used to implement strategies for continuous and safe in-person learning: $930,000

Action Title: Additional Security Staff
Action Description: Salary for one additional security staff during 2021-22, 2022-23, and 2023-24 school years
Planned ESSER III Funded Expenditures: $150,000
Plan Alignment: LCAP 2021-22 Goal 1, Action 3
Current Success and/or Challenges: This action is currently a success area since MSA-2 was able to subcontract out an additional security staff member at MSA-2 since the Fall 2021 semester through World Private Security Inc. In addition, MSA-2 plans on keeping this additional security staff member throughout the duration of the 2022-23 and 2023-24 school years and is on track to spend the budgeted amount of ESSER III funds for this action item by the end of the three budgeted fiscal years.

Action Title: Full-Time Long-Term Substitute Teacher
Action Description: Salary and benefits for one long-term full-time substitute teacher during 2021-22, 2022-23, and 2023-24 school years
Planned ESSER III Funded Expenditures: $150,000
Plan Alignment: LCAP 2021-22 Goal 2, Action 1
Current Success and/or Challenges: This action is currently a success area since MSA-2 was able to hire a long-term substitute teacher at MSA-2 since the Fall 2021 semester. In addition, MSA-2 plans on keeping this full-time long-term substitute teacher throughout the duration of the 2022-23 and 2023-24 school years and is on track to spend the budgeted amount of ESSER III funds for this action item by the end of the three budgeted fiscal years.

Action Title: Continuation of SPED Paraprofessional
Action Description: Continuation of salary and benefits for one current SPED paraprofessional into 2022-23 and 2023-24 school years
Planned ESSER III Funded Expenditures: $150,000
Plan Alignment: LCAP 2021-22 Goal 2, Action 5
Current Success and/or Challenges: This action is currently a success area since MSA-2 hired a SPED paraprofessional at MSA-2 since the Fall 2021 semester. The expense for the 2021-22 academic year were not budgeted under ESSER III funds, nor were they purchased with ESSER III funds, but instead were made with another one-time funding source. However, MSA-2 plans to utilize ESSER III funds to retain this full-time SPED paraprofessional throughout the duration of the 2022-23 and 2023-24 school years, at which point, MSA-2 will be on track to spend the budgeted amount of ESSER III funds for this action item during the two upcoming fiscal years.

Action Title: Additional Custodian
Action Description: Salary and benefits for one additional custodian during 2021-22, 2022-23, and 2023-24 school years
Planned ESSER III Funded Expenditures: $150,000
Plan Alignment: LCAP 2021-22 Goal 1, Action 3
Current Success and/or Challenges: This action is currently a success area since MSA-2 was able to hire an additional full-time custodian at MSA-2 during the Spring 2022 semester. In addition, MSA-2 plans on keeping this full-time additional custodian throughout the duration of the 2022-23 and 2023-24 school years and is on track to spend the budgeted amount of ESSER III funds for this action item by the end of the three budgeted fiscal years.

Action Title: Additional Psychologist
Action Description: Salary and benefits for one additional full-time school psychologist for 2021-22, 2022-23 and 2023-24 school years
Planned ESSER III Funded Expenditures: $330,000
Plan Alignment: LCAP 2021-22 Goal 4, Action 3
Current Success and/or Challenges: This action is currently a challenge as well as a success area at MSA-2. In particular, this is a challenge area since MSA-2 has yet to be able to hire an additional full-time school psychologist at MSA-2 as of Feb. 4 2022. However, MSA-2 will continue to seek finding a qualified candidate to hire for this position during the upcoming school years. Nonetheless, with the surplus of unused funds in this action, MSA-2 was able to have success in hiring a new administrative assistant to serve with the Student Services department to provide support to students in need with a portion of the unused ESSER III funding allocated for an additional school psychologist from the 2021-22 academic year.

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CATEGORY 2
Total ESSER III funds being used to implement additional actions: $0

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CATEGORY 3
Total ESSER III funds being used to address the academic impact of lost instructional time: $417,159

Action Title: Longer Summer Schools
Action Description: Longer summer schools (days/hours): during 2022-23 and 2023-24 academic years
Planned ESSER III Funded Expenditures: $40,000
Plans Alignment: LCAP 2021-22 Goal 2, Action 3, Also aligned with 2021 ELOG Plan, Supplemental Instruction and Support Strategies
Current Success and/or Challenges: This action is currently neither a success nor a challenge area at MSA-2 since the summer term for the 2022-23 and 2023-24 academic years have yet to take place. However, MSA-2 still continues to plan an extension in the hours for summer school with the ESSER III funds budgeted in this action item.

Action Title: Winter Intersession
Action Description: Winter intersession (one week): during 2022-23 and 2023-24 academic years
Planned ESSER III Funded Expenditures: $20,000
Plans Alignment: LCAP 2021-22 Goal 2, Action 3, Also aligned with 2021 ELOG Plan, Supplemental Instruction and Support Strategies
Current Success and/or Challenges: This action is currently neither a success nor a challenge area at MSA-2 since the winter intersession term for the 2022-23 and 2023-24 academic years have yet to take place. However, MSA-2 still continues to plan an extension in the provision of programs and services with the ESSER III funds budgeted in this action item.

Action Title: Small Group Sessions
Action Description: Small group sessions (after school): during 2022-23 and 2023-24 academic years
Planned ESSER III Funded Expenditures: $20,000
Plans Alignment: LCAP 2021-22 Goal 2, Action 3, Also aligned with 2021 ELOG Plan, Supplemental Instruction and Support Strategies
Current Success and/or Challenges: This action is currently neither a success nor a challenge area at MSA-2 since the small group sessions budgeted timeline for this action is during the 2022-23 and 2023-24 academic years which have yet to take place. However, MSA-2 still continues to plan an extension in the provision of programs and services with the ESSER III funds budgeted in this action item.

Action Title: Increase Frequency of Saturday Schools
Action Description: Increase frequency of Saturday schools: during 2022-23 and 2023-24 academic years
Planned ESSER III Funded Expenditures: $60,000
Plans Alignment: LCAP 2021-22 Goal 2, Action 3, Also aligned with 2021 ELOG Plan, Supplemental Instruction and Support Strategies
Current Success and/or Challenges: This action is currently neither a success nor a challenge area at MSA-2 since the increased frequency of Saturday Schools budgeted timeline for this action is during the 2022-23 and 2023-24 academic years which have yet to take place. However, MSA-2 still continues to plan an extension in the provision of programs and services with the ESSER III funds budgeted in this action item.

Action Title: Summer Intersession
Action Description: Summer intersession in June (in addition to summer schools): during 2022-23 and 2023-24 academic years
Planned ESSER III Funded Expenditures: $40,000
Plans Alignment: LCAP 2021-22 Goal 2, Action 3, Also aligned with 2021 ELOG Plan, Supplemental Instruction and Support Strategies
Current Success and/or Challenges: This action is currently neither a success nor a challenge area at MSA-2 since the summer term for the 2022-23 and 2023-24 academic years have yet to take place. However, MSA-2 still continues to plan an extension of the programs and services provided to MSA-2 students during summer intersession with the ESSER III funds budgeted in this action item.

Action Title: Bridge Programs
Action Description: Bridge programs: during 2022-23 and 2023-24 academic years
Planned ESSER III Funded Expenditures: $20,000

Plans Alignment: LCAP 2021-22 Goal 2, Action 3, Also aligned with 2021 ELOG Plan, Supplemental Instruction and Support Strategies
Current Success and/or Challenges: This action is currently neither a success nor a challenge area at MSA-2 since the summer term for the 2022-23 and 2023-24 academic years have yet to take place. However, MSA-2 still continues to plan an extension of the services provided to students during summer bridge programs with the ESSER III funds budgeted in this action item.

Action Title: Extended School Year
Action Description: Extended School Year (to 185 days): during 2022-23 and 2023-24 academic years
Planned ESSER III Funded Expenditures: $198,728.56
Plans Alignment: LCAP 2021-22 Goal 2, Action 1, Also aligned with 2021 ELOG Plan, Supplemental Instruction and Support Strategies
Current Success and/or Challenges: This action is currently a success area since MSA-2 was able to extend our school year to 185 days during the 2021-22 academic year. In addition, MSA-2 plans on keeping this extended school year schedule of 185 days during the 2022-23 and 2023-24 school years and is on track to spend the budgeted amount of ESSER III funds for this action item by the end of the three budgeted fiscal years.

Action Title: Expansion of CTE
Action Description: Expansion of CTE curriculum and resources
Planned ESSER III Funded Expenditures: $18,430.44
Plan Alignment: LCAP 2021-22 Goal 3, Action 1
Current Success and/or Challenges: This action is currently neither a success nor a challenge area at MSA-2 since the timeline for this expense to take place is during the STEAM Expo which is taking place in the Spring 2022. However, MSA-2 still continues to plan to use these funds to support these projects with the ESSER III funds budgeted in this action item.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

MSA-2 is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan and is aligned with MSA-2's 2021–22 LCAP and Annual Update. In particular, MSA-2 is using its fiscal resources from the ESSER III plan in a manner consistent with the categories below, and in alignment with the associated MSA2 2021-22 LCAP Goal and Action:

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CATEGORY 1

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

Action Title: Additional Security Staff
Action Description: Salary for one additional security staff during 2021-22
Planned ESSER III Funded Expenditures: $50,000
Plan Alignment: LCAP 2021-22 Goal 1, Action 3
Consistent with ESSER III: This action is consistent with the ESSER III under the category of implementing strategies for continuous and safe in-person learning.

Action Title: Full-Time Long-Term Substitute Teacher
Action Description: Salary and benefits for one long-term full-time substitute teacher during 2021-22
Planned ESSER III Funded Expenditures: $50,000
Plan Alignment: LCAP 2021-22 Goal 2, Action 1
Consistent with ESSER III: This action is consistent with the ESSER III under the category of implementing strategies for continuous and safe in-person learning.

Action Title: Additional Custodian
Action Description: Salary and benefits for one additional custodian during 2021-22
Planned ESSER III Funded Expenditures: $50,000
Plan Alignment: LCAP 2021-22 Goal 1, Action 3
Consistent with ESSER III: This action is consistent with the ESSER III under the category of implementing strategies for continuous and safe in-person learning.

Action Title: Additional Psychologist
Action Description: Salary and benefits for one additional full-time school psychologist for 2021-22
Planned ESSER III Funded Expenditures: $110,000
Plan Alignment: LCAP 2021-22 Goal 4, Action 3
Consistent with ESSER III: This action is consistent with the ESSER III under the category of implementing strategies for continuous and safe in-person learning.

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CATEGORY 2
Total ESSER III funds being used to implement additional actions

- ------

CATEGORY 3

Total ESSER III funds being used to address the academic impact of lost instructional time

Action Title: Longer Summer Schools
Action Description: Longer summer schools (days/hours): during 2022-23 (taking place during June 2022, which is during 2021-22 fiscal year)
Planned ESSER III Funded Expenditures: $20,000
Plans Alignment: LCAP 2021-22 Goal 2, Action 3, Also aligned with 2021 ELOG Plan, Supplemental Instruction and Support Strategies
Consistent with ESSER III: This action is consistent with the ESSER III under the category of addressing the academic impact of lost instructional time.

Action Title: Summer Intersession
Action Description: Summer intersession (taking place during June 2022, which is during 2021-22 fiscal year), 2022-23
Planned ESSER III Funded Expenditures: $20,000
Plans Alignment: LCAP 2021-22 Goal 2, Action 3, Also aligned with 2021 ELOG Plan, Supplemental Instruction and Support Strategies
Consistent with ESSER III: This action is consistent with the ESSER III under the category of addressing the academic impact of lost instructional time.

Action Title: Bridge Programs
Action Description: Bridge programs: during 2022-23 (taking place during June 2022, which is during 2021-22 fiscal year)
Planned ESSER III Funded Expenditures: $105,000
Plans Alignment: LCAP 2021-22 Goal 2, Action 3, Also aligned with 2021 ELOG Plan, Supplemental Instruction and Support Strategies
Consistent with ESSER III: This action is consistent with the ESSER III under the category of addressing the academic impact of lost instructional time.

Action Title: Expansion of CTE
Action Description: Expansion of CTE curriculum and resources
Planned ESSER III Funded Expenditures: $18,430.44
Plan Alignment: LCAP 2021-22 Goal 3, Action 1
Consistent with ESSER III: This action is consistent with the ESSER III under the category of addressing the academic impact of lost instructional time.

In terms of the usage of In-Person-Instruction Grants, MSA2 used those funds with certificated salaries, their benefits, and one time discretionary bonuses.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and

must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page

(https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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 [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 505 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 89.4% Hispanic / Latino, 4% Asian / Pacific Islander, 4% White, 2% Black / African American, 82.8% Socioeconomically Disadvantaged, 17.5% Special Education, and 15% English Learner population, GATE 8% 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

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.

68.4% of MSA2 students met their growth target on the NWEA MAP for math during the 2021-22 academic year. Further, MSA2 had a conditional growth percentile of 93% for math and a Conditional Growth Index (CGI) of 1.48 in math. 66% of MSA2's English Learner students met their target growth on the MAP math assessment during the 2021-22 academic year. 69% of MSA2's free and reduced price eligible students met their target growth on the MAP math assessment during the 2021-22 academic year. 68.1% of MSA2's SPED students met their target growth on the MAP math assessment during the 2021-22 academic year. 67.4% of MSA2's Hispanic students met their target growth on the MAP math assessment during the 2021-22 academic year.

67.3% of MSA2 students met their growth target on the NWEA MAP for reading during the 2021-22 academic year. Further, MSA2 had a conditional growth percentile of 98% for reading and a Conditional Growth Index (CGI) of 2.15 in reading. 69.6% of MSA2's English Learner students met their target growth on the MAP reading assessment during the 2021-22 academic year. 67.5% of MSA2's free and reduced price eligible students met their target growth on the MAP reading assessment during the 2021-22 academic year. 67.8% of MSA2's SPED students met their target growth on the MAP reading assessment during the 2021-22 academic year. 66.1% of MSA2's Hispanic students met their target growth on the MAP reading assessment during the 2021-22 academic year.

MSA2 showed 92.4 points growth for Lexile this year for students in reading as measured by the myON data utilized during the 2021-22 academic year.

MSA-2 has experienced success in its SBAC Growth Data which was released for the 2021-22 school year and which compares the school's academic growth over the most recent 3 academic school years (from 2017 - 2019). In particular, this growth data displays that MSA-2's overall 3 year growth measurement for ELA over this time was a decilerank of 8 out of 10. Further, MSA-2 displayed a 3 year growth measurement for math over this time as a decilerank of 9 out of 10. This measure shows that all student subgroups (including Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), and Reclassified Fluent English Proficient (RFEP) reached a decilerank of at least 6 out of 10 across ELA and math over the 3 year period, with the expectation of Students with Disabilities (SWD) which showed a decilerank of 4 out of 10 for ELA.

MSA-2 has a historical stability rate which has been increasing over the past 3 academic years where this data has been published by CDE. In particular, the most recent school year's data from 2019-20 was 94.8% which is higher than the State average during this same period of time, which was between 91 and 92 percent. That being said, this displays a trend of increased student retention at MSA-2 over the last 3 school years which is a testament to the increased feeling within students and families that MSA-2 is a safe and supporting learning environment.

The Spring 2021 end of year administration of the NWEA MAP assessment shows tremendous growth across all student groups in math and reading. In particular, 63.6% of English Language Learner (ELL) students met their subgroup growth projection in math and 66% met their subgroup growth project in reading. In addition, 68.3% of Free and Reduced-price Lunch eligible (FRL) students met their subgroup growth projection in math and 66.3% met their subgroup growth project in reading. Further, 57.9% of Special Education (SPED) students met their

subgroup growth projection in math and 66% met their subgroup growth project in reading. Moreover, 70.8% of Asian students met their subgroup growth projection in math and 62.5% met their subgroup growth project in reading. Moreover, 66.7% of Hispanic students met their subgroup growth projection in math and 65.5% met their subgroup growth project in reading. Finally, 87.5% of white students met their subgroup growth projection in math and 66.7% met their subgroup growth project in reading.

When analyzing MSA-2's performance on the California Dashboard, we can see tremendous growth and progress across the majority of indicators. In particular, in the suspension and expulsion category, MSA-2 has maintained the highest rating of the blue color indicator for each year from 2017 - 2019. Due to the pandemic, there is no color indicator for this category on the dashboard for the 2020 and 2021 school years. MSA2 had one suspension and one expulsion during the 2021-22 academic year.

In addition, MSA-2's graduation rate improved over the last 2 school years from the orange indicator 2nd to lowest rating of the orange indicator during 2018 to the highest rating of the blue color indicator during 2019. Specifically, MSA-2's graduation rate in 2019 increased by 7.9% to an overall rate of 97.6%. Due to the pandemic, there is no color indicator for this category on the dashboard for the 2020 and 2021 school years. MSA2 had a 100% graduation rate during the 2021-22 school year.

In terms of the chronic absenteeism measurement on the dashboard, MSA-2 has reached the 2nd highest rating of the green color indicator over the past 2 academic years (2018 and 2019). Further, the school's most recent rate showed a decrease of 0.6% in 2019. Due to the pandemic, there is no color indicator for this category on the dashboard for the 2020 and 2021 school years. MSA-2's College Readiness indicator improved by 2.6% from the 2018 to the 2019 academic year, including an improvement from the 2nd to lowest rating of the orange indicator during 2018 to the 2nd to highest rating of the green color indicator during 2019.

MSA-2's ELA performance on the dashboard increased significantly by 20.8 points over the most recent two years from 2018 to 2019. In addition, the ELA measurement improved from the 2nd to lowest performance indicator color of orange in 2017 to the middle performance color of yellow in 2018, and retained the performance color of yellow in 2019. Due to the pandemic, there is no color indicator for this category on the dashboard for the 2020 and 2021 school years.

MSA-2's math performance performance on the dashboard increased by 6 points over the most recent academic year from 2018 to 2019. In addition, the math measurement improved from the 2nd to lowest performance indicator color of orange in 2018 to the middle performance color of yellow in 2019. Due to the pandemic, there is no color indicator for this category on the dashboard for the 2020 and 2021 school years.

As we administer the SBAC, we see that MSA-2's overall ELA scores have increased each year over the past 3 years starting from 33.01% (in 2017) and ending up at 41.11% (in 2019). In addition, our school's math scores increased over the same past 3 years from 23.87% (in 2017) and ending up at 27.87% (in 2019). Due to the Covid-19 pandemic, MSA-2 does not have SBAC ELA or math data from 2020 for any grade levels, and only has such data for 11th graders from 2021.

MSA-2's showed improvement across all student groups in the most recent ELA performance categories on the dashboard during the 2018-19 academic year. Specifically, in ELA, EL students showed a growth of 12.8 points and reached the middle performance indicator of yellow

during the 2018-19 academic year. In addition, in ELA, Hispanic students showed a growth of 19.6 points and reached the middle performance indicator of yellow during the 2018-19 academic year. Moreover, in ELA, Socioeconomically disadvantaged (SED) students showed a growth of 17.2 points and reached the middle performance indicator of yellow during the 2018-19 academic year. Despite students with disabilities (SWD) being in the 2nd to lowest performance indicator of orange during the 2018-19 academic year, they showed a significant growth of 28.7 points. Due to the Covid-19 pandemic, MSA-2 does not have this data from the 2020 and 2021 academic years.

MSA-2's showed improvement across all student groups in the most recent math performance categories on the dashboard during the 2018-19 academic year. Despite EL students being in the 2nd to lowest performance indicator of orange for math during the 2018-19 academic year, they showed a growth of 4.1 points. In addition, in math, Hispanic students showed a growth of 3.4 points and reached the middle performance indicator of yellow during the 2018-19 academic year. Moreover, despite socioeconomically disadvantaged students being in the 2nd to lowest performance indicator of orange for math during the 2018-19 academic year, they showed a growth of 2.9 points. Also, despite students with disabilities (SWD) being in the 2nd to lowest performance indicator of orange during the 2018-19 academic year, they showed a growth of 10.5 points. Due to the Covid-19 pandemic, MSA-2 does not have this data from the 2020 and 2021 academic years.

MSA2's reclassification rate during the 2021-22 academic year is 20%. MSA-2's progress for reclassification of English Learners during the most recent academic year included on the dashboard is very high at 71.4% during the 2018-2019 academic year. This success came as the result of a tremendous amount of collaboration, support, programs and interventions. In particular, the school utilizes myON to track data and support English Learners in measuring their Lexile growth in reading, as well as Flocabulary to improve their academic vocabulary as well as their development of critical thinking skills across all of Bloom's Taxonomy levels. Moreover, MSA-2 utilizes the Quill online platform to support these students during their ELD courses which they take during each semester when they are considered an EL level 1, 2 or 3. Beyond these structures, the school has an EL Coordinator who provides training to all teachers in order to best understand the process to integrate EL standards into all classroom lesson plans. The EL Coordinator also receives support from the Director of EL programs at the home office in order to best follow the EL Master Plan within Magnolia Public Schools. Finally, EL students are invited to attend additional after school tutoring sessions, Saturday School, and learning camps during the winter, spring and summer breaks.

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.

MSA2 students have demonstrated success in meeting their target growth in math and reading. To reiterate, 68.4% of MSA2 students met their growth target on the NWEA MAP for math during the 2021-22 academic year. Further, MSA2 had a conditional growth percentile of 93% for math and a Conditional Growth Index (CGI) of 1.48 in math. 66% of MSA2's English Learner students met their target growth on the MAP math assessment during the 2021-22 academic year. 69% of MSA2's free and reduced price eligible students met their target growth on the MAP math assessment during the 2021-22 academic year. 68.1% of MSA2's SPED students met their target growth on the MAP

math assessment during the 2021-22 academic year. 67.4% of MSA2's Hispanic students met their target growth on the MAP math assessment during the 2021-22 academic year.

To reiterate, 67.3% of MSA2 students met their growth target on the NWEA MAP for reading during the 2021-22 academic year. Further, MSA2 had a conditional growth percentile of 98% for reading and a Conditional Growth Index (CGI) of 2.15 in reading. 69.6% of MSA2's English Learner students met their target growth on the MAP reading assessment during the 2021-22 academic year. 67.5% of MSA2's free and reduced price eligible students met their target growth on the MAP reading assessment during the 2021-22 academic year. 67.8% of MSA2's SPED students met their target growth on the MAP reading assessment during the 2021-22 academic year. 66.1% of MSA2's Hispanic students met their target growth on the MAP reading assessment during the 2021-22 academic year.

Despite the success in meeting the growth targets in math and reading on the NWEA MAP assessment across many student populations described above, the overall proficiency and advanced percentile of students in math at MSA2 is 16.62%. This rate is an area of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional supports. Further the overall proficiency and advanced percentile of students in reading at MSA2 is 40.48%. This rate is also an area of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional supports.

Another area of need relates to the 2.13% of EL students who are proficient or advanced in math as measured by the 2021-22 NWEA MAP assessment. Further, 4.26% of EL students who are proficient or advanced in reading as measured by the 2021-22 NWEA MAP assessment. These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional supports to improve the math and reading proficiency rate of EL students.

Another area of need relates to the 7.27% of SPED students who are proficient or advanced in math as measured by the 2021-22 NWEA MAP assessment. Further, 21.82% of SPED students who are proficient or advanced in reading as measured by the 2021-22 NWEA MAP assessment. These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional supports to improve the math and reading proficiency rate of SPED students.

Another area of need relates to the 14.52% of Hispanic students who are proficient or advanced in math as measured by the 2021-22 NWEA MAP assessment. Further, 38.83% of Hispanic students who are proficient or advanced in reading as measured by the 2021-22 NWEA MAP assessment. These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional supports to improve the math and reading proficiency rate of Hispanic students.

While the Dashboard data shows several areas of need, since the Covid-19 pandemic impacted the incorporation of academic assessment data including the SBAC and as such, this section focuses on the NWEA MAP data during the present time which enables a more recent incorporation of math and reading data from the 2021-22 school year, which is more relevant to the academic intervention plans than data which is several years old from the prior Dashboard when all grades were required to take the SBAC prior to the Covid-19 pandemic.

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 continue to show 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 2021-22 academic year was maintained at 88%. Overall satisfaction rates for families decreased by 2% during the same period of time (from (99% to 97%). In addition, staff overall satisfaction rates maintained a high percent during this time of 98%. These three positive responses in educational partner satisfaction over the past year are due to all educational partners observing that despite the challenges faced after the return to in-person learning following the previous year of distance learning, MSA2 continues to offer improved access to high quality instructional programs as well as provide support to staff and families.
- For the topic of Climate of Support for Academic Learning, MSA2's students favorable rating is 80% during the 2021-22 academic year. This was a 2 percent decrease since the last academic year. The same topic for families during the current school year showed a 98% favorable rating, which was down by 1 percent from the previous year. Finally, during the current academic year, MSA2's staff favorable rating is 95% for the same topic, which is down by 4 percent since the last academic year.
- Despite the decreases across each educational partner for the topic of Climate of Support for Academic Learning in the 2021-22 academic year, these results are actually higher than the MPS average for each educational partner group and demonstrates that MSA2 continues to experience success in this topic. The slight decrease across each of the educational partners in this topic during the current academic year is attributed to the increased challenges that MSA2 faced in returning to in-person learning following during the Covid-19 pandemic, including increased teacher absences during the 2021-22 academic year which were not preventable due to exposure to Covid-19, close contacts and symptoms during the Covid-19 pandemic.
- For the topic of Knowledge and Fairness of Discipline, Rules and Norms, MSA2's students favorable rating is 67% during the 2021-22 academic year. This was a 9 percent decrease since the last academic year. The same topic for families during the current school year showed a 97% favorable rating, which was down by 1 percent from the previous year. Finally, during the current academic year, MSA2's staff favorable rating is 77% for the same topic, which is down by 16 percent since the last academic year.
- Despite the decreases across each educational partner for the topic of Knowledge and Fairness of Discipline, Rules and Norms in the 2021-22 academic year, these results are actually higher than the MPS average for nearly all of the educational partner groups and demonstrates that MSA2 continues to experience success in this topic. The decrease across each of the educational partners in this topic during the current academic year is attributed to the increased challenges that MSA2 faced in returning to in-person learning following during the Covid-19 pandemic..
- In particular, some of the reasons behind this decrease in the staff category for Knowledge and Fairness of Discipline, Rules and Norms may be that during the previous school year, staff were able to work remotely for nearly the entire year, and the school day was shorter due to distance learning. Also, the need to focus on areas including classroom management last year was lower while

students were on Zoom, since many negative behavioral issues which typically occurred in-person were not as easy to do for students. That being said, this year required teachers to return to a fully in-person school year as well as to return to a longer school day each day. These changes also require teachers to focus more on behavioral management techniques which last year they may not have needed to place as great of an emphasis on. These may be some of the reasons for the decrease in staff satisfaction rates this year, in addition to the other areas shared by staff members in their survey responses.

- Also, this decrease in student rates this year for Knowledge and Fairness of Discipline, Rules and Norms may be impacted by the fact that during the last school year, students were able to spend the majority of their time at home on Zoom, and did not need to go to the school site, as well has did not need to stay in school for as long each school day. This increase in hours of the day which students are now required to be at school and in class may have impacted the decrease in student satisfaction rates during the current school year. During the current school year, MSA2 also continued to offer interventions and support including Saturday School, PBIS weekly house competitions, in-person counseling sessions, in-person support for college applications, after school tutoring and clubs, and support via online resources.

- For the topic of Safety, MSA2's students favorable rating is 76% during the 2021-22 academic year. This was a 2 percent increase since the last academic year, which is a tremendous success for MSA2 to see that students actually feel safer having returned to MSA2 during the current academic year than they did during distance learning last via Zoom last school year at their homes. The same topic for families during the current school year showed a 96% favorable rating, which was down by 1 percent from the previous year. Finally, during the current academic year, MSA2's staff favorable rating is 76% for the same topic, which is down by 18 percent since the last academic year.

- Despite the decreases across two out of three of the educational partners for the topic of Safety in the 2021-22 academic year, these results are actually higher than the MPS average for nearly all of the educational partner groups and demonstrates that MSA2 continues to experience success in this topic. The larger decrease across the staff educational partners survey in this topic during the current academic year is attributed to the increased challenges that MSA2 faced in returning to in-person learning following during the Covid-19 pandemic. In particular, during distance learning, staff did not have to deal with issues of school safety during the distance learning while students were all isolated from each other. In addition, students were not able to interact with other students during the distance learning from the isolation in their homes, so the adjustment which students needed to experience when returning to in-person led to increased behavioral issues at school during the transition period. However, MSA2 has responded to this challenge during the 2021-22 academic year by hiring 1 additional SPED teacher, 3 additional SPED paraprofessionals, 3 additional administrative assistants in the students services department, 1 additional administrative assistant to support the academic department, and 1 additional full time security guard to provide additional supervision and support.

- For the topic of Sense of Belonging (School Connectedness), MSA2's students favorable rating is 65% during the 2021-22 academic year. This was a 3 percent increase since the last academic year, which is a tremendous success for MSA2 to see that students actually feel a greater sense of belonging and school connectedness having returned to MSA2 during the current academic year than they did during distance learning last via Zoom last school year at their homes. This area is the greatest area of growth for the students for the topics when compared to the last school year. The same topic for families during the current school year showed a 97% favorable rating, which was down by 1 percent from the previous year. Finally, during the current academic year, MSA2's staff favorable rating is 92% for the same topic, which is an increase by 1 percent since the last academic year. This is a tremendous success for MSA2 to see that staff actually feel a greater sense of belonging and school connectedness having returned to MSA2 during the current academic year than they did working remotely during distance learning via Zoom last school year at their homes.

- We are incredibly proud of all of our areas of growth and plan on continuing to focus on taking proactive steps to repeat and build upon these successes. We are also incredibly motivated to continue to work on addressing all of the areas of concern during the upcoming school year and continue to make MSA2 a better school for all educational partners across all categories through our ongoing collaborative approach.
- The need to continue our improvements in designated/integrated English Learner services
- Continue to provide counseling and positive behavior intervention support services to our students
- Continue using teacher evaluation system "TeachBoost"
- 100% graduation rate; college bound high school students.
- Classes continue using blended learning effectively
- The full inclusion of special education students continues to be impactful to support student learning
- Professional development around explicit direct instruction
- Our PBIS program continues to 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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this 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 four school years and sought feedback from the parents for school improvement.

During the return from distance learning to in-person learning which took place from August 2021 through June 2022, MSA2 took numerous steps to maintain support the engagement and reintegration of students and all educational partners. In particular, MSA2 added numerous full-time staff positions to the school, including hiring: 1 additional SPED teacher; 2 additional SPED paraprofessionals; 1 additional security staff; 1 additional custodian; 2 additional discipline administrative assistants / discipline coordinators; 1 full time substitute teacher; and 1 additional academic administrative assistant. These support resources were provided to the school as the students returned to in-person instruction as a manner to increase student engagement in learning, reduce learning loss, support school safety, and facilitate the administration of intervention programs, as these staff members provided ongoing support to students and families. 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 this school year 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 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
- Monthly Grade Level meetings
- Weekly SPED meetings
- Weekly Admin meetings
- Monthly MTSS SEL Committee meetings
- Weekly PBIS Committee meetings
- Weekly ASB Student Government meetings
- Monthly MTSS Academic Committee meetings
- Weekly Leadership meetings with central office
- Monthly Title I Staff meetings with ELA and math interventionists
- Weekly Office Staff 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
- Monthly Department meetings
- Monthly Dual Enrollment / College Programs meetings
- ELAC meetings
- PTF meetings
- SSC meetings
- Title I meetings
- 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
Social media
Google Classroom
Illuminate

Google Forms
Panorama Education - survey
Home visits

A summary of the feedback provided by specific educational partners.

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 2021-22 academic year, the participation rate of families decreased by 5.5% over the last year (from 91.8% to 86.3%) and the staff participation rates maintained 100% over the past year. MSA2 did not meet our LCAP target parents participation rate of 90%. MSA2 will consider using both electronic and paper surveys in the future rather than exclusively electronic surveys for all families to help families who have challenges with technology to still have the paper option, while using PACE Coordinator to follow up with each family. While the student participation rate increased by 2.9% over the past year during the 2021-22 academic year (from 95.1% to 98.0 %).

Overall Satisfaction Rates:

The overall satisfaction rates for students during the 2021-22 academic year was maintained at 88%. Overall satisfaction rates for families decreased by 2% during the same period of time (from (99% to 97%). In addition, staff overall satisfaction rates maintained a high percent during this time of 98%. These three positive responses in educational partner satisfaction over the past year are due to all educational partners observing that despite the challenges faced after the return to in-person learning following the previous year of distance learning, MSA2 continues to offer improved access to high quality instructional programs as well as provide support to staff and families.

Survey Findings:

Over the 2021-22 academic year, students showed a decrease in average approval rating by 3% over the past year (from 76% to 73%). This decrease in student satisfaction rates this year may be impacted by the fact that during the last school year, students were able to spend the majority of their time at home on Zoom, and did not need to go to the school site, as well has did not need to stay in school for as long each school day. This increase in hours of the day which students are now required to be at school and in class may have impacted the decrease

in student satisfaction rates during the current school year. During the current school year, MSA2 also continued to offer interventions and support including Saturday School, PBIS weekly house competitions, in-person counseling sessions, in-person support for college applications, after school tutoring and clubs, and support via online resources.

Over the 2021-22 academic year, families approval rates were nearly maintained over the past year with a decrease of 1% from the previous year (from 98% to 97%). We maintained a high percentage of parent meetings and conferences via Zoom, in person events, including our Friday Coffee with the Principal meetings, Parent Teacher Conferences, PTF meetings, SSC, Title I and ELAC meetings.

Over the 2021-22 academic year, staff showed some decrease in average approval rating by 9% over the past year (from 94% to 85%). Some of the reasons behind this change may be that during the previous school year, staff were able to work remotely for nearly the entire year, and the school day was shorter due to distance learning. Also, the need to focus on areas including classroom management last year was lower while students were on Zoom, since many negative behavioral issues which typically occurred in-person were not as easy to do for students. That being said, this year required teachers to return to a fully in-person school year as well as to return to a longer school day each day. These changes also require teachers to focus more on behavioral management techniques which last year they may not have needed to place as great of an emphasis on. These may be some of the reasons for the decrease in staff satisfaction rates this year, in addition to the other areas shared by staff members in their survey responses.

Successes:

For the topic of Climate of Support for Academic Learning, MSA2's students favorable rating is 80% during the 2021-22 academic year. This was a 2 percent decrease since the last academic year. The same topic for families during the current school year showed a 98% favorable rating, which was down by 1 percent from the previous year. Finally, during the current academic year, MSA2's staff favorable rating is 95% for the same topic, which is down by 4 percent since the last academic year.

Despite the decreases across each educational partner for the topic of Climate of Support for Academic Learning in the 2021-22 academic year, these results are actually higher than the MPS average for each educational partner group and demonstrates that MSA2 continues to experience success in this topic. The slight decrease across each of the educational partners in this topic during the current academic year is attributed to the increased challenges that MSA2 faced in returning to in-person learning following during the Covid-19 pandemic, including increased teacher absences during the 2021-22 academic year which were not preventable due to exposure to Covid-19, close contacts and symptoms during the Covid-19 pandemic.

For the topic of Knowledge and Fairness of Discipline, Rules and Norms, MSA2's students favorable rating is 67% during the 2021-22 academic year. This was a 9 percent decrease since the last academic year. The same topic for families during the current school year showed a 97% favorable rating, which was down by 1 percent from the previous year. Finally, during the current academic year, MSA2's staff favorable rating is 77% for the same topic, which is down by 16 percent since the last academic year.

Despite the decreases across each educational partner for the topic of Knowledge and Fairness of Discipline, Rules and Norms in the 2021-22 academic year, these results are actually higher than the MPS average for nearly all of the educational partner groups and demonstrates

that MSA2 continues to experience success in this topic. The decrease across each of the educational partners in this topic during the current academic year is attributed to the increased challenges that MSA2 faced in returning to in-person learning following during the Covid-19 pandemic.

In particular, some of the reasons behind this decrease in the staff category for Knowledge and Fairness of Discipline, Rules and Norms may be that during the previous school year, staff were able to work remotely for nearly the entire year, and the school day was shorter due to distance learning. Also, the need to focus on areas including classroom management last year was lower while students were on Zoom, since many negative behavioral issues which typically occurred in-person were not as easy to do for students. That being said, this year required teachers to return to a fully in-person school year as well as to return to a longer school day each day. These changes also require teachers to focus more on behavioral management techniques which last year they may not have needed to place as great of an emphasis on. These may be some of the reasons for the decrease in staff satisfaction rates this year, in addition to the other areas shared by staff members in their survey responses.

Also, this decrease in student rates this year for Knowledge and Fairness of Discipline, Rules and Norms may be impacted by the fact that during the last school year, students were able to spend the majority of their time at home on Zoom, and did not need to go to the school site, as well has did not need to stay in school for as long each school day. This increase in hours of the day which students are now required to be at school and in class may have impacted the decrease in student satisfaction rates during the current school year. During the current school year, MSA2 also continued to offer interventions and support including Saturday School, PBIS weekly house competitions, in-person counseling sessions, in-person support for college applications, after school tutoring and clubs, and support via online resources.

For the topic of Safety, MSA2's students favorable rating is 76% during the 2021-22 academic year. This was a 2 percent increase since the last academic year, which is a tremendous success for MSA2 to see that students actually feel safer having returned to MSA2 during the current academic year than they did during distance learning last via Zoom last school year at their homes. The same topic for families during the current school year showed a 96% favorable rating, which was down by 1 percent from the previous year. Finally, during the current academic year, MSA2's staff favorable rating is 76% for the same topic, which is down by 18 percent since the last academic year.

Despite the decreases across two out of three of the educational partners for the topic of Safety in the 2021-22 academic year, these results are actually higher than the MPS average for nearly all of the educational partner groups and demonstrates that MSA2 continues to experience success in this topic. The larger decrease across the staff educational partners survey in this topic during the current academic year is attributed to the increased challenges that MSA2 faced in returning to in-person learning following during the Covid-19 pandemic. In particular, during distance learning, staff did not have to deal with issues of school safety during the distance learning while students were all isolated from each other. In addition, students were not able to interact with other students during the distance learning from the isolation in their homes, so the adjustment which students needed to experience when returning to in-person led to increased behavioral issues at school during the transition period. However, MSA2 has responded to this challenge during the 2021-22 academic year by hiring 1 additional SPED teacher, 3 additional SPED paraprofessionals, 3 additional administrative assistants in the students services department, 1 additional administrative assistant to support the academic department, and 1 additional full time security guard to provide additional supervision and support.

For the topic of Sense of Belonging (School Connectedness), MSA2's students favorable rating is 65% during the 2021-22 academic year. This was a 3 percent increase since the last academic year, which is a tremendous success for MSA2 to see that students actually feel a greater sense of belonging and school connectedness having returned to MSA2 during the current academic year than they did during distance learning last via Zoom last school year at their homes. This area is the greatest area of growth for the students for the topics when compared to the last school year. The same topic for families during the current school year showed a 97% favorable rating, which was down by 1 percent from the previous year. Finally, during the current academic year, MSA2's staff favorable rating is 92% for the same topic, which is an increase by 1 percent since the last academic year. This is a tremendous success for MSA2 to see that staff actually feel a greater sense of belonging and school connectedness having returned to MSA2 during the current academic year than they did working remotely during distance learning via Zoom last school year at their homes.

We are incredibly proud of all of our areas of growth and plan on continuing to focus on taking proactive steps to repeat and build upon these successes. We are also incredibly motivated to continue to work on addressing all of the areas of concern during the upcoming school year and continue to make MSA2 a better school for all educational partners across all categories through our ongoing collaborative approach.

Identified Needs:

Despite the decreases across each educational partner for the topic of Climate of Support for Academic Learning in the 2021-22 academic year, these results are actually higher than the MPS average for each educational partner group and demonstrates that MSA2 continues to experience success in this topic. The slight decrease across each of the educational partners in this topic during the current academic year is attributed to the increased challenges that MSA2 faced in returning to in-person learning following during the Covid-19 pandemic, including increased teacher absences during the 2021-22 academic year which were not preventable due to exposure to Covid-19, close contacts and symptoms during the Covid-19 pandemic.

Despite the decreases across each educational partner for the topic of Knowledge and Fairness of Discipline, Rules and Norms in the 2021-22 academic year, these results are actually higher than the MPS average for nearly all of the educational partner groups and demonstrates that MSA2 continues to experience success in this topic. The decrease across each of the educational partners in this topic during the current academic year is attributed to the increased challenges that MSA2 faced in returning to in-person learning following during the Covid-19 pandemic.

In particular, some of the reasons behind this decrease in the staff category for Knowledge and Fairness of Discipline, Rules and Norms may be that during the previous school year, staff were able to work remotely for nearly the entire year, and the school day was shorter due to distance learning. Also, the need to focus on areas including classroom management last year was lower while students were on Zoom, since many negative behavioral issues which typically occurred in-person were not as easy to do for students. That being said, this year required teachers to return to a fully in-person school year as well as to return to a longer school day each day. These changes also require teachers to focus more on behavioral management techniques which last year they may not have needed to place as great of an emphasis on. These may be some of the reasons for the decrease in staff satisfaction rates this year, in addition to the other areas shared by staff members in their survey responses.

Also, this decrease in student rates this year for Knowledge and Fairness of Discipline, Rules and Norms may be impacted by the fact that during the last school year, students were able to spend the majority of their time at home on Zoom, and did not need to go to the school site, as well has did not need to stay in school for as long each school day. This increase in hours of the day which students are now required to be at school and in class may have impacted the decrease in student satisfaction rates during the current school year. During the current school year, MSA2 also continued to offer interventions and support including Saturday School, PBIS weekly house competitions, in-person counseling sessions, in-person support for college applications, after school tutoring and clubs, and support via online resources.

Despite the decreases across two out of three of the educational partners for the topic of Safety in the 2021-22 academic year, these results are actually higher than the MPS average for nearly all of the educational partner groups and demonstrates that MSA2 continues to experience success in this topic. The larger decrease across the staff educational partners survey in this topic during the current academic year is attributed to the increased challenges that MSA2 faced in returning to in-person learning following during the Covid-19 pandemic. In particular, during distance learning, staff did not have to deal with issues of school safety during the distance learning while students were all isolated from each other. In addition, students were not able to interact with other students during the distance learning from the isolation in their homes, so the adjustment which students needed to experience when returning to in-person led to increased behavioral issues at school during the transition period. However, MSA2 has responded to this challenge during the 2021-22 academic year by hiring 1 additional SPED teacher, 3 additional SPED paraprofessionals, 3 additional administrative assistants in the students services department, 1 additional administrative assistant to support the academic department, and 1 additional full time security guard to provide additional supervision and support.

Free Response - Strengths:

Based upon the free responses to this question, the below strengths are visible in the student survey for MSA2 during the 2021-22 academic year:

- Friends/peer relationships
- Teachers and staff (nice/kind/supportive) (several teachers mentioned by name)
- Small school environment (safe/chill)
- Activities/celebrations/festivals (pizza/ice cream)
- Can go to many staff members for help

Based upon the free responses to this question, the below strengths are visible in the family survey for MSA2 during the 2021-21 academic year:

- Hard work and dedication from all the employees
- Security is always on duty even after school
- The communication tools between school and families
- Friendly staff

- The Unity and expectations of the school
- Life skills class

Based upon the free responses to this question, the below strengths are visible in the staff survey for MSA2 during the 2021-22- academic year:

- Welcoming for all Educational Partner
- Teachers are hard-working and collaborating
- Supportive staff and Admin
- Activities
- School Culture

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:

- Staff are friendly, dedicated, approachable, and supportive
- Effective structures to enhance ongoing communication between school and home
- Positive school culture and union with clear expectations
- School leadership team is encouraging and provides comprehensible expectations
- Robust after school program which integrates increased opportunities for competitive CIF sports

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 2021-22 academic year:

- Lack of certain facilities, bathrooms
- Food
- Assignments
- Student's Behavior
- Uniform Policy

Based upon the free responses to this question, the below areas of growth are visible in the families survey for MSA2 during the 2021-22 academic year:

- Minor tweaking, drop off and pick up
- More proactive to reach out to parents from teachers

- No Robotics
- Student grouping
- Teacher turn over

Based upon the free responses to this question, the below areas of growth are visible in the staff survey for MSA2 during the 2021-22 academic year:

- Students behavior
- Pay
- Facility issues; not enough space for storage/classes
- Lack of discipline; lack of student consequences

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:

- Improve access to facilities (field, school entrance,)
- Strong After school programs- Robotics
- Offer better student meals
- Follow-up on having clear consequences for disruptive students (cell phone usage among students, bad language, etc

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 2021-21 academic year:

- Gymnasium and Soccer Field
- Strong After School programs
- Better food and lunch area
- Dual Enrolment Class
- No uniform Policy
- Improve Internet
- Restrooms (soap, remodeling, cleanliness

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:

- Add Electives

- Facilities /Plant a huge tree in the middle of the entrance
- Robotics is needed
- Better communication between teachers and parents

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
- STEAM Focus
- Sports, more advanced programs

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 2021-22 academic year:

- Clear consequences for disruptive students
- STEAM Focus- Strong After School
- Better food
- Facility improvement
- Sports, more advanced programs

Next Steps:

- By July 2024, MSA 2 will acquire a new facility. This will be accomplished through weekly meetings with facility team will continue to take place in order to search for a new location to purchase for MSA2
- Additional school spirit opportunities will be provided to students to continue improving school culture and climate (maybe student taskforce to create a monthly calendar?)
- Monthly stakeholder survey to rate the past month's activities -
- Maintain or increase student satisfaction for 80 % of the months
- Continue to increase collaboration between teachers within science and math departments to increased kinesthetic and tactile experiments supporting student learning
- Survey students regarding the number of activities they have done in their math and science classes - experiment based and kinesthetic.
- Improved or at least maintained activity rates - monthly
- School Wellness Committee to provide PD to staff at least once per month to increase kinesthetic activities in the classroom
- Teachers share their kinesthetic activities done in the classroom - report once per month

- Continue to build a nurturing environment with friendly, dedicated approachable and supportive staff by having ongoing professional development related to SEL support of students
- Monthly PD to build capacity of staff - trauma sensitive practices, classroom management strategies, and SEL
- Survey students monthly related to how the students perceive teachers interactive with them in terms of positive affirmations and support, kindness, and patience. Increase or maintain rates (Panorama has check-in feature - check with Jason regarding this feature)
- Increase school-wide fun activities to build better relationships among students and keep them motivated by holding at least 1 school-wide fun activity per month.

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 input from educational partners.

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:
- Continuing to employee additional security staff member
- Continuing to employee additional SPED teacher
- Continuing to employee additional SPED and EL paraprofessionals
- Continuing to employee additional custodial worker
- Continuing to employee additional discipline coordinators / administrative assistants
- Continuing to employee additional academic administrative assistant
- Hire social worker shared position
- Continued improvements in designated/integrated English Learner services
- Expanding the type of after school, Saturday school, and summer school opportunities
- Expanding the provision of counseling and behavior support services to our students

2022-23 Local Control Accountability Plan for Magnolia Science Academy 2

- Continue using TeachBoost for teacher evaluations
- Expanding support to improve 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
- Continue to improve 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	2021-22: 0			2023-24: 0
Percentage of students without access to their own copies of standards-	2020-21: 0%	2021-22: 0%			2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
aligned instructional 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	2021-22: 0			2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 96.0%	2021-22: (Spring 2021 to Fall 2021) 88%			2023-24: (Spring 2023 to Fall 2023) 90.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 98.0%	2021-22: (As of 5/12/22) 94.2%			2023-24: 96.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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	$25,878.00	No

Action #	Title	Description	Total Funds	Contributing
		for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: N/A The following was spent on staff retention bonuses which were not initially in the budgeted amount for this goal / action: • Other Certificate Salaries: Resource: ESSER III; Amount: $184,500		
1.2	Instructional materials and technology	Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and 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	$456,919.00	No

Action #	Title	Description	Total Funds	Contributing
		meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: • Equipment (Pre-Cap): Resource: Title IV, Part A ESEA (ESSA); Amount: $8,985 • Technology: Resource: Title IV, Part A ESEA (ESSA); Amount: $909		
1.3	Clean and safe facilities that support learning	Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor 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	$742,440.00	No

Action #	Title	Description	Total Funds	Contributing
		School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A		
1.4	Healthy and nutritious meals	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. Expenditures associated with this action include the following: student meals, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A	$19,000.00	Yes
1.5	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	$1,198,785.00	No

Action #	Title	Description	Total Funds	Contributing
		professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: N/A		

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.

Action 1: Teacher assignments and credentials

MSA2 commenced the current academic year with the resignation of one full time teacher in the English department. Further, MSA2 had several other vacancies open up, including a history teacher resignation during the fall semester, an EL Coordinator / Title I English position vacancy due to the promotion of the previous individual with this role to the Dean of Students position, a math interventionist position at the end of November 2021 and another English teacher position in February 2022. All of these matters have led the necessary practice of recruiting teachers by means of our Paycom system, as well as through Indeed and Edjoin platforms. MSA2 was able to fill the history teacher position in October 2021 as well as the English teacher position in January 2022. MSA2 was able to fill the second English teacher position vacancy which opened up in February 2022 in April 2022. However, MSA2 was not able to fill the EL Coordinator / English intervention position as well as the math intervention position vacancies by the end of the school year. Subsequently, a portion of the fiscal resources that MSA2 allocated with the purpose of hiring had not been utilized by the end of the school year. Further, MSA2 is committed to collaboration between our HR department and credential specialist to enable the efficient progress and timely development of our employees

related to their respective programs and certifications as well as providing them with the required supports needed to earn their credentials.

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Action 2: Instructional materials and technology

The entirety of MSA2's mandatory as well as essential textbooks during the 2021-22 academic year have been purchased through the vendor McGraw Hill. Amongst these expenses is the inclusion of online educational textbooks for all grade levels across English, math, history and science. Beyond these centralized curriculum provisions, instructors have also been provided with the opportunity to purchase additional needed academic resources, including novels to enhance ELA academic instruction as well as any other instructional products which can support student learning during the school year. Further, all staff members are invited to send ongoing purchase requests to be considered for approval pertaining to office as well as classroom supplies and materials.

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Action 3: Clean and safe facilities that support learning

The fiscal resources budgeted in this category have been utilized to provide the programs and services which aligned with the expenses initially in MSA2's plan. MSA2 also has subcontracted out the services of providing weekly Covid testing to all students and staff on campus to health care workers through LAUSD as well as PMH. MSA2's head custodial worker meets regularly with our office manager and administration to review the current inventory of cleaning supplies on campus in order to create new purchase requests necessary to maintain a safe and clean environment during the pandemic in partnership with our health and safety committee. Beyond the aforementioned expenses, the funds included in this line item are utilized to sustain projects involved in the upkeep and repair of the facility on campus, including ongoing servicing of the school's HVAC systems, restrooms, exterior walls, floors, and more.

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Action 4: Healthy and nutritious meals

MSA2 has utilized fiscal resources related to this action and goal in order to provide essential drinking water to students and staff on campus during the Covid-19 pandemic via an outside distribution company. In particular, these funds have supported the expansion of 5-gallon water dispenser devices being provided in each classroom as well as office on campus in order to create a safe system at MSA2's for access to water since the drinking fountains and vending machines have been closed since March 2020 at the beginning of the pandemic. Beyond these provisions, remaining fiscal resources in this category have been utilized to provide students with access to meals during expanded portions of the school day, including after school during dual enrollment college courses taken in-person at MSA2 by high school students, as well as other events where the regular school meal program does not distribute food.

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2022-23 Local Control Accountability Plan for Magnolia Science Academy 2

Action 5: Well-orchestrated Home Office support services

MSA2 utilizes fiscal resources within this area to cover fees associated with our Home Office related to the provision of services and resources to the school site. Further, these fiscal resources are utilized from MSA2 to cover additional necessary support services by means of the fees paid to LACOE in conjunction with MSA2's authorization, fees to cover the performance of financial audits, fees to cover expenses from MSA2's legal firm partner and other expenses. Moreover, MSA2 utilizes this fiscal resource to purchase necessary software which is necessary to run the school system, including Adaptive Insights which provides budgetary tools for the school. In exchange for the fees paid by MSA2 to our home office, MSA2 receives services in the form of monthly professional development sessions for all school administration, as well as office management, in addition, to support with compliance related to special education, student services, academic programs, facilities, operations, human resources, and finance. Beyond these services, MSA2 receives support from the home office in the form of organizing training programs across the Magnolia organization for teachers, office staff, paraprofessionals, and administration to attend to collaborate. Finally, funds from this expense also provide support related to Covid-19 health and safety protocols.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1: Teacher assignments and credentials

This fiscal resource additionally aligns with the function of providing fees related to retirement services. Despite the budgeted amount of $24,750 for the current academic year in this area, MSA2 has estimated actual expenditures of $ 210,378.00 in this area by the end of the Spring 2022 semester due to the expansion of programs and services provided to MSA2 during the Covid-19 pandemic which have increased the school funding and which were not previously included in the initial budget calculations. Specifically, MSA2 had $105,189 to spend in this area including the additional pandemic funding sources. Further, a significant portion of the fiscal resources from this category were utilized to provide appreciation by means of retention bonuses to eligible current employees of MSA2 at the end of the current academic year with the purpose of retaining these individuals within MSA2's school community.

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Action 2: Instructional materials and technology

Moreover, MSA2 allocated 50% of the salary and benefits for our IT Manager in partnership with MSA7 who budgeted the additional 50% for this shared staff member who worked at MSA2 for the entire of the fall 2021 semester but who subsequently resigned at the start of the spring 2022 semester. MSA2 was able to hire a replacement individual for this position in April 2022. MSA2 recently received a grant to purchase 550 new Chromebooks during this school year which MSA2 contributed approximately 10% of the funds required to make this purchase. Additionally, MSA2 continued to pay for the acquisition of hotspots for each student in need of internet connection at home. All classrooms have internet access and each student has their own Chromebook for school use. Further, MSA2 purchased additional

Viewsonics for our school classrooms this year to provide greater support. MSA2 spent $406,898.59 of our school's budgeted amount $426,371.08 duration of the 2021-22 school year.

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Action 3: Clean and safe facilities that support learning

MSA2 hired a 2nd full-time security guard through an outside subcontracted vendor to provide a safe environment during the current year. Due to the Covid-19 pandemic, MSA2 has augmented our provision of custodian workers servicing the school site as well as the necessary supplies required to maintain a safe and clean campus. Beyond MSA2's 2 regular staff members who work as full-time custodial workers, the school added an additional full-time employee to support the nighttime routine of disinfecting the campus. Additional cleaning and PPE supplies have been purchased to help keep the students and staff safe and the campus maintained. MSA2 has utilized approximately $ 648,944.04 which is more than the $517,374.69 budgeted funds allocated for this category this academic year.

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Action 4: Healthy and nutritious meals

By the end of the school year, MSA2 has utilized approximately $ 19,000.00 of the $8,000 budgeted amount which have been allocated to this category. Additional fiscal resources have been utilized in this category to provide students with access to meals during expanded portions of the school day, including after school during dual enrollment college courses taken in-person at MSA2 by high school students, as well as other events where the regular school meal program does not distribute food.

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Action 5: Well-orchestrated Home Office support services

MSA2 has exhausted $ 1,108,895.19 which is more than the $973,507.31 funds which were budgeted under this category during the current school year. This has resulted from MSA2 growing in enrollment which has led to the school paying a higher rate for services and fees from home office. Further, since these fees also relate to supports related to Covid, this category has needed additional fees here.

An explanation of how effective the specific actions were in making progress toward the goal.

Action 1: Teacher assignments and credentials

At the time of this report, MSA2 anticipates retaining all employees with the exception of 2 for the upcoming school year. This is considered a success with regard to this goal, and the additional retention bonuses can be considered effective in helping meet this goal.

Action 2: Instructional materials and technology

MSA2 has utilized more fiscal resources in this category than the amount initially budgeted, which has supported student learning during the Covid-19 pandemic. In particular, due to increased crowded spaces in student homes during the pandemic with the increased cost of living and more families sharing living quarters, increased wear and tear as well as damage to electronic devices took place during the current school year, which has led to the need to spend more funds in this area than initially planned. Nonetheless, these technological resources have helped support students access to online educational resources and textbooks at their homes which have supported Lexile growth, increases in math and reading as measured on the Spring 2022 NWEA MAP end of year assessments which justifies the increased expenditures related to technology for MSA2.

Action 3: Clean and safe facilities that support learning

MSA2 has utilized more fiscal resources in this category than the amount initially budgeted by means of hiring a 3rd full-time custodial worker, purchasing additional PPE, and hiring a 2nd full-time security guard at MSA2. This has been effective in reducing the prevalence of Covid cases during the pandemic and avoiding an outbreak which could have led to increased cases and the need to close the school down to manage such an outcome. In addition, the additional security staff has helped lead to increased safety on campus, as demonstrated in the annual Panorama Educational Survey, as well as the retention of students at MSA2 with a growth of enrollment each year over the past 3 years.

Action 4: Healthy and nutritious meals

Increased fiscal resources in this category have been effective at providing healthy meals to students during after school activities including the college courses which help lead to increased student participation and success in such academic programs.

Action 5: Well-orchestrated Home Office support services

The increased fiscal resources paid to home office this year for support beyond the budgeted amount has been effective in receiving increased support for our SPED department, Academic programs, PACE community outreach, legal services, facilities department, accountability and human resources during the pandemic which has needed additional support to manage during the 2021-22 academic year. With MSA2's growing enrollment over the past 3 years, we are able to have a larger budget to support the increased services and fees associated with home office services which have helped lead to increased services and outcomes for students as evidence by the student growth on the end of year NWEA MAP assessments in math and English during the Spring 2022 semester.

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.

MSA2 will continue to collaborate with our credential specialist in our HR department along with our Dean of Academics to ensure that teacher credential issues are addressed and progress is made in this area related to new challenges that may arise during the upcoming school year. MSA2 will continue to meet with our IT Manager and home office IT Director to ensure that the most effective technological resources are provided to students to support their learning throughout the school year. Further, MSA2 will continue to collaborate with the Director of Student Services, School Site Council, and Student Leadership to seek for ways to improve the safety and cleanliness of MSA2 during the upcoming school year. Moreover, MSA2 will continue to collaborate with our school educational partners to ensure that healthy meals and snacks continue to be provided to students who take advantage of educational programs and opportunities which meet outside of regular school time so they can continue to receive the benefit from these opportunities, including enrolling in college courses. Finally, MSA2 will continue to partner with our home office and allocate necessary fiscal quantities needed to seek resources, professional development opportunities and support which can enhance the quality of educational programs and services provided to students at MSA2.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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	2020-21: 95%	2021-22: (As of 5/13/22) 100%			2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Source: Local 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%	2021-22: (As of 5/13/22) 100%			2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 5/13/22) 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%	2021-22: (As of 6/13/22) 90%			2023-24: 100%
Percentage of students who have	2020-21: (First semester)	2020-21: (Second semester)			2023-24: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	73%	82%			
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 48.5	2021-22: (As of 5/13/22) 92.3			2023-24: 60.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: • All Students: 41.81% • English Learners: 7.69% • Socioeconomically Disadvantaged: 38.19% • Students with Disabilities: 15.56% • Hispanic: 38.49% • White: 58.82%	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.			2022-23: • All Students: 46.00% • English Learners: 12.00% • Socioeconomically Disadvantaged: 43.00% • Students with Disabilities: 20.00% • Hispanic: 43.00% • White: 60.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: • All Students: 40.48% • English Learners: 4.26% • Students with Disabilities: 21.82% • Hispanic: 38.83% • White: 63.64% IAB ELA Level 3 and 4 Projection (5/13/22): • All Students: 41.71%			
Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: (2019 Dashboard) • All Students: 16.6 points below standard • English Learners: 62.1 points below standard	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress			2022-23: (2023 Dashboard) • All Students: 10.0 points below standard • English Learners: 55.0 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Socioeconomically Disadvantaged: 22.0 points below standard • Students with Disabilities: 79.9 points below standard • Hispanic: 24.9 points below standard • White: 26.2 points above standard	(MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: • All Students: 67.3% • English Learners: 69.6% • Students with Disabilities: 67.6% • Hispanic: 66.1% • White: 88.2%			• Socioeconomically Disadvantaged: 16.0 points below standard • Students with Disabilities: 72.0 points below standard • Hispanic: 18.0 points below standard • White: 28.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2020-21: • All Students: 65.0% • English Learners: 66.0% • Socioeconomically Disadvantaged: 66.3%	Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: • All Students: 67.3% • English Learners: 69.6%			2023-24: • All Students: 70.0% • English Learners: 70.0% • Socioeconomically Disadvantaged: 70.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Students with Disabilities: 66.0% • Hispanic: 65.5% • White: 66.7%	• Students with Disabilities: 67.6% • Hispanic: 66.1% • White: 88.2%			• Students with Disabilities: 70.0% • Hispanic: 70.0% • White: 70.0%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: • All Students: 27.87% • English Learners: 5.13% • Socioeconomically Disadvantaged: 24.80% • Students with Disabilities: 15.55% • Hispanic: 23.41% • White: 64.71%	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:			2022-23: • All Students: 34.00% • English Learners: 15.00% • Socioeconomically Disadvantaged: 34.00% • Students with Disabilities: 25.00% • Hispanic: 34.00% • White: 67.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		• All Students: 16.62% • English Learners: 2.13% • Students with Disabilities: 7.27% • Hispanic: 14.52% • White: 45.54% IAB Math Level 3 and 4 Projection (5/13/22): • All Students: 54.57%			
Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: (2019 Dashboard) • All Students: 60.8 points below standard • English Learners: 96.8 points below standard • Socioeconomically Disadvantaged: 65.6 points below standard	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their			2022-23: (2023 Dashboard) • All Students: 54.0 points below standard • English Learners: 86.0 points below standard • Socioeconomically Disadvantaged: 58.0 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Students with Disabilities: 119.6 points below standard • Hispanic: 71.9 points below standard • White: 21.8 points above standard	growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: • All Students: 68.4% • English Learners: 66.0% • Students with Disabilities: 68.1% • Hispanic: 67.4% • White: 64.7%			• Students with Disabilities: 100.0 points below standard • Hispanic: 64.0 points below standard • White: 23.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2020-21: • All Students: 67.4% • English Learners: 63.6% • Socioeconom ically Disadvantag ed: 68.3% • Students with Disabilities: 57.9% • Asian: 70.8%	Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: • All Students: 68.4% • English Learners: 66.0% • Students with Disabilities: 68.1%			2023-24: • All Students: 70.0% • English Learners: 65.0% • Socioeconom ically Disadvantag ed: 70.0% • Students with Disabilities: 60.0% • Asian: 70.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Hispanic: 66.7% • White: 87.5%	• Hispanic: 67.4% • White: 64.7%			• Hispanic: 70.0% • White: 80.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: (2019 Dashboard) 71.4%	2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. 2022 ELPAC Percentage of Students at Each Performance Level: • Level 4: 15.76% • Level 3: 40.78% • Level 2: 27.63% • Level 1: 15.76%			2022-23: (2023 Dashboard) 73.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 14.0%	2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.			2023-24: 15.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2022 ELPAC Percentage of Students Level 4: 20.0%			
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: • All Students: 21.05% • English Learners: 0.00% • Socioeconomically Disadvantaged: 20.79% • Students with Disabilities: 5.56% • Hispanic: 19.41%	CAST assessments were waived during the 2019-20 and 2020-21 school years.			2022-23: • All Students: 24.00% • English Learners: 10.00% • Socioeconomically Disadvantaged: 24.00% • Students with Disabilities: 10.00% • Hispanic: 24.00%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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	$2,092,884.00	No

Action #	Title	Description	Total Funds	Contributing
		supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: • Teacher salary and benefits: Resource: Title I; Amount: $143,956.39		
2.2	Professional development for high-quality instruction	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff	$67,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees. The following expenditures will be funded by federal Title funds: • Professional development - other expenses: Resource: Title II; Amount: $23,000		
2.3	MTSS - Academic enrichment, intervention, and student support	Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and	$746,852.00	Yes

Action #	Title	Description	Total Funds	Contributing
		summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Accelerated Reader, Lexercise, ST Math, Standards Plus, Quizizz, Padlet, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, Listenwise, Grammarly, Cambium Learning, ABC Mouse, Learning A-Z, Cityspan, Flocabulary, Alexandria Library, Nearpod, Newsela, and myON.) The following expenditures will be funded by federal Title funds: • Intervention Teacher salary and benefits: Resource: Title I, Part A; Amount: $64,098.55 • Instructional Aide salary and benefits: Resource: Title I, Part A; Amount: $2,100 • Clerical and Tech: Resource: Title I; Amount: $3,000 • Educational Software: Resource: Title IV, Part A ESEA (ESSA); Amount: $3,000 • Educational Software: Resource: Title I; Amount: $17,530 • Professional Services: Resource: Title I; Amount: $4,500		
2.4	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	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees. The following expenditures will be funded by federal Title funds: • Professional Services: Resource: Title I, ; Amount: $1,000		
2.5	Support for students with disabilities	Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.	$956,318.00	No

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: N/A		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 2.1: Broad course of study and standards-based curriculum

During the 2021-22 academic year, MSA2 has faced a tremendous degree of obstacles related to the Covid-19 pandemic and its impact on the programs, services and resources available to the school. In particular, this year has been impacted by teacher turnover in several classes which have required the utilization of increased quantities of substitute teachers to cover. This process has had an impact on the fiscal resources required to pay substitute company vendors, although the funding which was initially allocated for teacher salaries and benefits led to savings during the months where vacancies took place. Further, as a result of the health and safety protocols which have been mandated to MSA2 during the pandemic, a significantly higher percentage of MSA2 teachers have been required to stay home this year with with any symptoms, close contacts, Covid positive cases, or other exposures which has led to a significant budgetary impact increasing the fiscal resources needed in the area of substitute teachers related to this matter.

MSA2 utilizes numerous systems, programs, and services to effectively achieve the objective in Goal 2, Action 1 of providing a broad course of study and standards-based curriculum.

In particular, MSA2 creates a master schedule each semester which it uses to align the courses being offered to students within each semester with the instructors responsible for teaching the students subdivided by separate class periods. This master schedule ensures that students are each enrolled in courses of study which enable them to meet culmination and graduation requirements.

In addition, MSA2 provides textbooks to all students through online accessible curriculum which are aligned to the content standards as well as through physical textbooks via McGraw Hill, which provides access to core academic classes including English (StudySync), math (ALEKS), history, and science. Beyond these resources, MSA2 incorporates a plethora of online supplemental resources to support instructional and student learning, including: myON, which provides support to build lexile reading levels and is utilized in ELA, ELD as well

as through cross-curricular support; iXL to address learning loss in math and ELA; Flocabulary to provide differentiated support in all subject areas; Gizmo and Generation Genius to support students in science; Quill which provides writing skills structured support in ELD courses; and BoardWorks which provides teachers with content-standards embedded presentation platform access.

MSA2 also takes proactive steps to support students in their college and career readiness. Specifically, students at MSA2 are invited to take advanced pathways in math beginning in 7th grade, as well as advanced college level courses through Pierce College, LA Valley College and Mission College, including in Sociology, Anthropology, Cinema, Art, History, and English. Moreover, MSA2 offers AP courses to students in Spanish, Calculus. Further, MSA2 provides additional support to students who are ready for higher level academic pursuits through Stanford University's Precollegiate Academy. MSA2 students participate in additional elective courses, including computer, graphic design, journalism, theatre and art as well as have opportunities to participate in STEAM-based extra-curricular program including VEX EDR Robotics, VEX IQ Robotics, RAD Drones and AMP.

Goal 2.2: Professional development for high-quality instruction

MSA2 utilizes fiscal resources from this category to provide opportunities for professional development to the school teachers, administrators and staff as well as the associated payment required to retain the TeachBoost system as a means to evaluating teachers and staff within the school setting. MSA2 also continues to employ teachers, administrators, and other staff who receiving tuition reimbursement support whice they are able to connect with their credentialing programs as well as higher education pathways.

Amongst the needs of MSA2 employees, some individuals are receiving support to obtain their induction programs while others are receiving their EdD in Educational Leadership as well as Masters Degrees in the areas related to their professional growth goals. Since current spring programs are still underway, the reimbursement process is not yet complete for these individuals and the funds in this category will continue to be spent until the end of the semester.

MSA2 furnishes pupils with a broad array of courses which also encompass the traditional core classes of mathematics, social sciences, science and English, in addition to elective offerings. Moreover, MSA2 furnishes the additional selection of services as well as academic programs which are included within our school's charter petition, particular provisions and interventions that align with the individual needs and areas of curiosity encompassed by our school's student population. Beyond these steps, MSA2 also designs our specific master schedule to meet the demands and requirements related to our students' future academic and professional goals.

Further, MSA2 takes proactive steps to ensure that every student has access to courses across each of the school's academic areas which is equitably distributed across pupil groups. Each student at MSA2 participates in a rigorous, relevant, and coherent curriculum which is aligned to the common core state standards which simultaneously augments the achievement as measured by the schoolwide learner outcomes, content standards, as well as the measures associated with students' preparation to be successful in future professional and collegiate outcomes. Furthermore, MSA2 continues to provide the sufficient quantity and quality of professional staff members required to effectively implement the organization's master schedule. In order to meet this goal, MSA2 continues to develop additional responsibilities and duties which are appropriately delegated to teachers and administrators alike which enable the school to provide competitive salaries and benefits necessary to retain such talented educators.

As we have historically provided financial support to our new teachers to clear their credentials through BTSA programs, we will proceed in fulfilling these supports this year as well. MSA2 is vigilant in providing support to our teachers and staff by means of providing opportunities to participate in professional development programs in partnership with LACOE as it pertains to PBIS, STEAM, SEL, MTSS, EL support, and other areas related to effective classroom instruction. Our college counselor and teachers of college level Advanced Placement courses will also continue to receive annual professional development training which are provided by the school in order to prepare them to be successful in delivering quality instruction to our advanced students at MSA2. Another time which is sacred for MSA2 to hold professional development takes place during our weekly full staff collaboration time each Wednesday during our minimum dismissal schedule. Finally, we are supportive of our paraprofessional and administrative assistant staff members in their pursuit of higher educational goals by means of offering tuition reimbursement to these individuals.

Goal 2.3: MTSS - Academic enrichment, intervention, and student support

MSA2 has implemented 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. MSA2 has synthesized 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 have been utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. MSA2 has provided additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, SDAIE strategies and CHATS framework integration and utilization, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Learning Lab classes, designated ELD courses, Study Skills, additional support during home room, before and after school tutoring, Saturday classes, small group instruction and interventions, and summer programs. SSPT, 504, and other support meetings have been coordinated among teachers and support roles (resource teachers, EL coordinator, Title-1 Team, MTSS Academic Committee chairs, etc.). MSA2 has also provided support of bilingual paraprofessionals to ensure that EL students have sufficient support necessary to access the instructional program.

MSA2 has included online educational supplemental resources which include BrainPOP, myON, Flocabulary, Aleks, Gizmo. MSA2 has also provided the additional supports:
- MSA2 has an advanced math class for all eligible students to take where they are 1 grade level ahead of the content standards, which 114 of our students are currently enrolled in (which is 23% of our overall student population)
- EL and SPED support takes place after school with the SPED teachers during their office hours and tutoring time, as well as with instructional assistants
- AP support time takes place after school during office hours with the instructors
- Early College Magnet has the support of MSA2 co-teachers who serve as additional academic support for the students to provide increased passing rates of the courses taken with LA Valley College
- Weekly meetings include: SPED, MTSS DL Academic Committee, Grade Level Coordinators, grade level teachers, departments, admin, PBIS Committee, ASB Student Government leadership, College Readiness Committee, Technology Committee, AP teachers, Title I math / EL
- 11th grade homeroom IXL preparation integration

- Winter academic intervention plans as well as after school support during January to increase student passing rate from Fall 2021"

Goal 2.4: Designated and integrated ELD programs

- MSA2 has held quarterly ELAC (English Language Advisory Committee) meetings throughout the current academic year.
Lesson plans include documentation of ELD standards which are aligned with core curriculum and which will be integrated into each particular activities within the instructional program each day so that all courses provide additional supports toward acquisition of English Language Development

Collaboration with the central office to provide best-practice integration of the ELD Master Plan, in partnership with the MPS ELD Coordinator
- MSA2 has implemented 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. MSA2 has synthesized 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 have been utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. MSA2 has provided additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, SDAIE strategies and CHATS framework integration and utilization, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, learning lab classes, designated ELD courses, Study Skills, additional support during Homeroom / Advisory, before and after school tutoring, Saturday classes, small group instruction and interventions, and summer programs. SSPT, 504, and other support meetings have been coordinated among teachers and support roles (resource teachers, EL coordinator, MTSS Academic Committee chairs, etc.)
- Support of bilingual paraprofessionals to ensure that EL students have sufficient support necessary to access the instructional program.
- MSA2 has included online educational supplemental resources which include Quill, myON, Flocabulary, IXL, and StudySync ELD component, as well as StoryBoard That.
- MSA2 utilizes paraprofessionals to support EL students during learning lab as well as homeroom courses to provide additional guidance and feedback to students

Goal 2.5: Support for students with disabilities

MSA2 utilizes the fiscal resources aligned with this action step in order to provide funding which pays for the salary and benefits of MSA2's 3 full-time SPED paraprofessionals, 1 part-time SPED paraprofessional, 4 full-time Education specialist / SPED teachers, 1 full-time school psychologist. This year, MSA2 added an additional 1 SPED teacher / education specialist, 1 additional SPED full-time paraprofessional, and 1 additional part-time SPED paraprofessional.

Further, MSA2 utilizes this action to include for the purchase of resources needed to support SPED students and teachers such as technological resources which help provide accommodations to SPED students, as well as to provide services to SPED students by means of subcontracting out this process to an outside vendor, including EdLogical. SPED students receive services which include occupational

therapy, adaptive PE, speech therapy, and more. Moreover, MSA2 utilizes funds in this category to provide relevant assessments which are utilized and incorporated in the annual and triannual IEP process for SPED students, including any required technical tools which are essential to this process.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2.1: Broad course of study and standards-based curriculum

MSA2's initial budget which included categories to support the programs, services, personnel, and resources related to this action step was impacted by several additional sources of revenue due to the Covid-19 pandemic. Amongst these resources, the additional Concentration Add-On Grant provided extra fiscal resources which have created opportunities to provide additional support to students during this time and which included expenses which were not initially budgeted by MSA2.

MSA2 budgeted $1,881,128.31 for this category, but ended up utilizing $1,960,747.80 of fiscal resources by the end of the school year in this category. The reason for MSA2 spending more than the budgeted amount in this category is due to the need to support learning loss during the pandemic by incorporating additional resources related to providing a broad course of study and standards-based curriculum which also incorporated some additional funding from the Covid-19 pandemic fiscal supplemental resources.

Goal 2.2: Professional development for high-quality instruction

MSA2 budgeted $60,202.00 for this goal, but by the end of the school year utilized $65,000.00 to accomplish this goal.

Goal 2.3: MTSS - Academic enrichment, intervention, and student support

- MSA2 hired a new paraprofessional to support the dually identified students who are both SPED and EL during this academic year (additional concentration add-on grant funds)
- MSA2 hired a new administrative assistant in the Student Services department to support behavior interventions (ESSER III funds)
- MSA2 hired a new administrative assistant in the Academic Department to support the administration of assessments as well as to support academic achievement (additional concentration add-on grant funds)
- MSA2 allocated additional funds to support Saturday School to provide additional learning loss recovery

MSA2 budgeted $653,346.02 for this goal but by the end of the school year, MSA2 had spent $564,698.09 for this goal. Although MSA2 did not spend all of the budgeted amount in this category, the process of hiring numerous additional support paraprofessional and administrative assistant staff to support the SPED, EL and general student population this year enabled MSA2 to be effective with this goal without utilizing

all of the budgeted fiscal resources in this goal.

Goal 2.4: Designated and integrated ELD programs

- MSA2 hired an additional administrative assistant in the Academic department to support the administration of assessments in partnership with the Dean of Academics and Assistant Principal, including in the support of the EL students being assessed

MSA2 has spent $1,000 of the $1,000 which were budgeted in this category by the end of the school year.

Goal 2.5: Support for students with disabilities

MSA2 has experienced some adaptations to the original budgeted amount in this category due to the incorporation of additional Covid-19 funding sources which were able to expand resources to SPED students during the pandemic. Due to the increase number of SPED students this year enrolled in MSA2 as well as increased number of new assessments which took place leading to new IEPs for students, a 4th SPED teacher / education specialist was hired this year. MSA2 budgeted $666,517.38 this year but by the end of the year ended up utilizing $724,134.19.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 2.1: Broad course of study and standards-based curriculum

MSA2 has a tremendous amount of data over the past several school years which relates to this goal and action step.

The most recent Spring 2021 end of year administration of the NWEA MAP assessment shows tremendous growth across all student groups in math and reading. In particular, 63.6% of English Language Learner (ELL) students met their subgroup growth projection in math and 66% met their subgroup growth project in reading. In addition, 68.3% of Free and Reduced-price Lunch eligible (FRL) students met their subgroup growth projection in math and 66.3% met their subgroup growth project in reading. Further, 57.9% of Special Education (SPED) students met their subgroup growth projection in math and 66% met their subgroup growth project in reading. Moreover, 70.8% of Asian students met their subgroup growth projection in math and 62.5% met their subgroup growth project in reading. Moreover, 66.7% of Hispanic students met their subgroup growth projection in math and 65.5% met their subgroup growth project in reading. Finally, 87.5% of white students met their subgroup growth projection in math and 66.7% met their subgroup growth project in reading.

MSA2 also incorporates relevant contemporary data sources by means of our variety of online supplemental resources which provide data related to student math, ELA, and Lexile levels across all grade levels from IXL, ALEKS, myON, Flocabulary platforms, and which is monitored by teachers and the MTSS Academic Committee to provide targeted interventions and support which include after school tutoring, Saturday School, learning lab courses, and other interventions.

In particular, when MSA-2 analyzes our school's AP passing rate over the past 5 years, MSA-2's rate decreased during the most recent academic year of 2020-21 to 45.83%. However, this rate is relatively consistent with the passing rate from 4 out of the past 5 school years (including 46.7% in 2017, 44.2% in 2018, 44.4% in 2019, and 45.83% in 2021).

Specifically, MSA-2's most recent published data on the California Dashboard for the 2019-20 cohort graduation rate of 95.0% was higher than LAUSD's rate of 82.9%, and LACOE's rate of 82.2%, as well as the State rate of 84.3%. In addition, MSA-2's most recent published data on the California Dashboard for the 2019-20 rates of graduates meeting UC / CSU requirements of 92.1% was higher than LAUSD's rate of 55.8%, and LACOE's rate of 53.6%, as well as the State rate of 50.9%. Moreover, MSA-2's most recent published data on the California Dashboard for the 2019-20 rate of graduates earning a seal of biliteracy of 34.2% was higher than LAUSD's rate of 25.3%, and LACOE's rate of 26.5%, as well as the State rate of 26.6%.

As we administer the SBAC, we see that MSA-2's overall ELA scores have increased each year over the past 3 years starting from 33.01% (in 2017) and ending up at 41.11% (in 2019). In addition, our school's math scores increased over the same past 3 years from 23.87% (in 2017) and ending up at 27.87% (in 2019). Due to the Covid-19 pandemic, MSA-2 does not have SBAC ELA or math data from 2020 for any grade levels, and only has such data for 11th graders from 2021.

MSA-2 has experienced success in its SBAC Growth Data which was released for the 2021-22 school year and which compares the school's academic growth over the most recent 3 academic school years (from 2017 - 2019). In particular, this growth data displays that MSA-2's overall 3 year growth measurement for ELA over this time was a decilerank of 8 out of 10. Further, MSA-2 displayed a 3 year growth measurement for math over this time as a decilerank of 9 out of 10.

Goal 2.2: Professional development for high-quality instruction

We have expanded our MPSwide collaboration time this school year which connects teachers and staff across the organization to support areas including math instruction, EL support, departmental collaboration, ELA instruction, SPED collaboration, technology support, and more. MSA2 was recently awarded the Bronze Medal for our PBIS Program in partnership with LACOE. In order to receive this recognition, MSA2 compiled data related to our SEL implementation as well as related to a variety of measures being assessed by LACOE in their observation of our school over the course of the application period. MSA2 also reviews assessment data during weekly school staff PD meetings, department meetings, MTSS meetings, School Site Council meetings, Title I / ELAC meetings with other educational partners. Further, MSA2 administration attend and review data monthly with home office support during Principal meetings, Dean of Academic meetings, Dean of Student meetings, and Office Manager meetings. This data relates to student performance on academic assessments, behavioral referrals, attendance and truancy, social emotional measures, and enrollment. In addition, MSA2 administration utilizes TeachBoost platform to perform formal and informal observations of instructional staff and administrative assistants which align to professional standards and track each individual's effectiveness over the course of each school year.

Goal 2.3: MTSS - Academic enrichment, intervention, and student support

- MSA2's academic performance data during the pre-Covid-19 pandemic as well as since the pandemic began have shown continuous growth and improvement across nearly all student groups in ELA and math. In particular, MAP growth data during the last school year demonstrates target growth levels being met in ELA and math at significant rates. Further, online program usage demonstrates improvements over time in terms of the topics showing proficiency and mastery across IXL, ALEKS, myON, Flocabulary, and more. In addition, MSA2 continues to meet and exceed the recommended benchmarks for a majority of IXL goals for student usage, teacher usage, and content mastery.

Goal 2.4: Designated and integrated ELD programs

- MSA2's data related to EL students shows tremendous growth for EL students with regard to their RFEP rates as well as their ELP progress indicator on the dashboard. These rates demonstrate that MSA2's EL students are reaching academic achievement goals related to language acquisition at substantially high rates. Also, MSA2 has 76 EL students, including 29 students who are dually identified as SPED students. That being said, we have added substantial academic support to our dually identified students by means of providing students with 2 additional paraprofessionals that were not originally in the budget and were hired based on additional funds related to the Covid-19 pandemic

Goal 2.5: Support for students with disabilities

By MSA2 utilizing more fiscal resources than initially budgeted to support our SPED students in the form of hiring several new SPED paraprofessionals as well as one additional SPED teacher, MSA2's SPED students were able to receive additional small group support to reduce learning loss experienced during the Covid-19 pandemic. The end of year results on the NWEA MAP in math and English as well as the Lexile growth as demonstrated through myON this year for SPED students demonstrates that these additional resources were effective in supporting our SPED student population.

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.

Goal 2.1: Broad course of study and standards-based curriculum

MSA2 plans on continuing to provide our broad variety of current online curriculum and supplemental resources for the coming school year, including ALEKS, IXL, myON, Flocabulary, McGraw Hill, Edhesive for AP Computer, and StudySync. In addition, we plan to acquire a new science curriculum which incorporates NGSS-aligned standards.

Goal 2.2: Professional development for high-quality instruction

MSA2 will also utilize funds from our Educator Effectiveness Block Grant over the next five instructional years to provide coaching and mentorship support to our instructors each year, as well as additional professional development programmatic support.

Goal 2.3: MTSS - Academic enrichment, intervention, and student support

- MSA2 plans to renew the Standard Plus online platform for the upcoming school year as a means to provide content-aligned assessments to MSA2 students in ELA and ELD courses.
- MSA2 will also incorporate an expansion of AP preparation programs to support student learning, including by renewing the ALBERT platform

Goal 2.4: Designated and integrated ELD programs

MSA2 plans on continuing to provide fiscal resources as a means of support for our designated and integrated ELD programs resources for the coming school year in alignment with our EL Master Plan, our Director of EL Programs from our home office and our ELAC committee to ensure that our EL students have the best opportunity to reclassify as fluent English proficient.

Goal 2.5: Support for students with disabilities

MSA2 plans to continue to employee during the upcoming school year the several new SPED paraprofessionals as well as new SPED teacher who were all added to the school's employee population during the current school year to help support our SPED student population and to reduce learning loss which took place during the Covid-19 pandemic.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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 Dashboard CCI data is not available. 2021-22: (Projected as of 5/13/22) 53.7%			2021-22: 70.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-	2018-19: 75.68%	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21			2021-22: 78.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA/Literacy assessments (Source: CDE DataQuest)		school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: • Grade 11 Students: 54.17% IAB ELA Level 3 and 4 Projection (5/13/22): • Grade 11 Students: 56.74%			
Percentage of students in Grade 11 meeting or exceeding	2018-19: 24.32%	CAASPP-Mathematics assessments were			2021-22: 35.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)		waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments. Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: • Grade 11 Students: 25.00% IAB Math Level 3 and 4 Projection (5/13/22): • Grade 11 Students: 72.34%			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 61.2%	2020-21: 45.8%			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%	2020-21: 55.3%			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%	2021-22: (As of 5/13/22) 75.6%			2023-24: 60.0%
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 92.1%	2020-21: 92.3% 2021-22: (As of 5/13/22) 97.6%			2022-23: 95.0%
Percentage of cohort graduates earning a Seal of Biliteracy	2020-21: (As of 5/16/21) 29.3%	2021-22: (As of 5/13/22) 34.1%			2023-24: 30.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Source: CDE DataQuest)					
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 31.7%	2021-22: (As of 5/13/22) 46.3%			2023-24: 30.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2020-21: (As of 5/16/21) 58.5%	2021-22: (As of 5/13/22) 51.2%			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%	2021-22: (As of 5/13/22) 100%			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%	2021-22: (As of 5/13/22) 66%			2023-24: 70.0%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 55.6%	Class of 2019 data is not available.			Class of 2021: 70.0%
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local	2020-21: (As of 4/16/21) 20%	2021-22: (As of 5/13/22) 23%			2023-24: 20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Indicator Priority 7, SIS)					
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%	2021-22: (As of 5/13/22) 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%	2021-22: (As of 5/13/22) 100%			2023-24: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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	$124,939.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities. The following expenditures will be funded by federal Title funds: N/A		
3.2	STEAM and GATE programs	Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.	$4,491.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: supplemental science program fees. The following expenditures will be funded by federal Title funds: • Educational Software: Resource: Title I; Amount: $2,000 • Educational Software: Resource: Title IV, Part A ESEA (ESSA); Amount: $2,490		
3.3	Digital literacy and citizenship programs	Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: N/A	$117,094.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Physical education, activity, and fitness	Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: N/A	$232,054.00	Yes
3.5	Additional programs and activities that support well-rounded education	In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering,	$342,331.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ELA, languages other than English and culture, sports, visual and performing arts, community service, and others. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 3.1: College/Career readiness programs and activities

MSA2's College Counselor is incredibly involved in creating events related to financial aid preparedness as well as college and career readiness for all educational partners. In particular, each semester, MSA2's College Counselor plans events which entail bringing representatives from respective colleges and universities to speak with our students during the school day as well as during assemblies. Further, MSA2's College Counselor creates multiple college and career planning workshops as well as financial aid information night events for the full community in which parents and families of students are invited to attend to receive guidance and support related to this process. Moreover, MSA2's College Counselor schedules office hours in person each week in which she makes herself available to support students who are currently in the process of applying to colleges, universities, and trade schools to guide them through the detailed steps related to this important next step in our students' lives and educational journeys. During the Spring semester each year, MSA2's College Counselor organizes a college signing event which promotes all 12th grade students' plans for the upcoming school year in which the entire community is invited to celebrate students' futures. Beyond these incredible demonstrations of support to the entire community, MSA2's College Counselor also leads the process of creating and presenting information during high school student advisory courses related to the process to be college and career ready through the Naviance platform. Additionally, MSA2's College Counselor leads the process to promote and enroll students in the dual enrollment program at our school in which students as early as incoming 9th graders are invited to enroll in college courses with LA Valley College, Pierce College and Mission College. Furthermore, MSA2's College Counselor has also been a tremendous resource to the other counselors in the Magnolia Public Schools organization.

At Magnolia Science Academy-2, as of last school year, we had 86.6% free and reduced lunch eligible students, 85.8% Hispanic / Latinx, 15.1% students with disabilities, 13.1% English Learners.

As was stated in the previous response, MSA2's College Counselor is incredibly involved in creating events related to financial aid preparedness as well as college and career readiness for all educational partners. In particular, each semester, MSA2's College Counselor plans events which entail bringing representatives from respective colleges and universities to speak with our students during the school day as well as during assemblies. Further, MSA2's College Counselor creates multiple college and career planning workshops as well as financial aid information night events for the full community in which parents and families of students are invited to attend to receive guidance and support related to this process. Moreover, MSA2's College Counselor schedules office hours in person each week in which she makes herself available to support students who are currently in the process of applying to colleges, universities, and trade schools to guide them through the detailed steps related to this important next step in our students' lives and educational journeys. During the Spring semester each year, MSA2's College Counselor organizes a college signing event which promotes all 12th grade students' plans for the upcoming school year in which the entire community is invited to celebrate students' futures. Beyond these incredible demonstrations of support to the entire community, MSA2's College Counselor also leads the process of creating and presenting information during high school student advisory courses related to the process to be college and career ready through the Naviance platform. Additionally, MSA2's College Counselor leads the process to promote and enroll students in the dual enrollment program at our school in which students as early as incoming 9th graders are invited to enroll in college courses with LA Valley College, Pierce College and Mission College. Furthermore, MSA2's College Counselor has also been a tremendous resource to the other counselors in the Magnolia Public Schools organization. MSA2's College Counselor serves as the school's Advanced Placement Coordinator and meets regularly with high school students in partnership with the Dean of Academics and Assistant Principal to support students in ensuring they meet their A-G high school graduation requirements.

MSA2's College Counselor meets with each 12th grade student individually along with their parents to support them in applying for university, college and/or trade school admissions. In addition, MSA2's College Counselor ensures that each student is able to complete their FAFSA applications as well as their CADAA applications for eligible graduating students in order to have the best financial support resources for students of all demographic and socioeconomic backgrounds.

MSA2's College Counselor has been instrumental in increasing all of MSA2's high school guidance point indicators. MSA2's college preparedness data across a variety of measures has been historically competitive when compared with the rates across LAUSD, LACOE, and the State. In particular, MSA2 has outperformed the LAUSD, LACOE, and State data across nearly every category throughout the past three most recent academic years in terms of 4 year cohort graduation rates, rates of graduates meeting UC / CSU requirements, rate of graduates earning a seal of biliteracy, and percentage of graduates earning a Golden State Seal Merit Diploma.

Specifically, MSA2's most recent published data on the California Dashboard for the 2019-20 cohort graduation rate of 95.0% was higher than LAUSD's rate of 82.9%, and LACOE's rate of 82.2%, as well as the State rate of 84.3%. In addition, MSA2's most recent published data on the California Dashboard for the 2019-20 rates of graduates meeting UC / CSU requirements of 92.1% was higher than LAUSD's rate of 55.8%, and LACOE's rate of 53.6%, as well as the State rate of 50.9%. Moreover, MSA2's most recent published data on the California Dashboard for the 2019-20 rate of graduates earning a seal of biliteracy of 34.2% was higher than LAUSD's rate of 25.3%, and LACOE's rate of 26.5%, as well as the State rate of 26.6%.

Goal 3.2: STEAM and GATE programs

MSA2 has utilized funds related to this action in order to support the school's STEAM, GATE and advanced / honors student pathway. Subsequently, MSA2 has spent funds on providing additional resources in science classrooms, supplies which will be utilized during the STEAM Expo, supplies for student science experiments, after school STEAM club support, Saturday School STEAM activities.

Goal 3.3: Digital literacy and citizenship programs

This fiscal resource at MSA2 is utilized to provide the school's salary and benefit for the school's computer teacher who also serves as the assistant to the IT Manager. Further, upon the resignation of the IT Manager MSA2's computer teacher has been serving as the school's interim IT Manager in order to help the school resolve issues related to technology on the school site during the spring 2022 semester. Moreover, MSA2's computer teacher provides Robotics and Drone clubs after school as well where he works with students on VEX IQ and VEX EDR robotics as well as the RAD Drones program where students learn essential engineering and programming skills. The computer teacher holds both computer courses for middle school and high school students and assists our dean of academics with the administration of standardized assessments. Finally, our computer teacher supports the reparation and renovation of MSA2's Chromebook devices, including the process of ensuring the devices are able to function properly to support school testing programs. Beyond these expenses, this fiscal resource also provides for the purchase of select online educational software to support student learning.

Goal 3.4: Physical education, activity, and fitness

MSA2 utilizes this fiscal resources to provide the salary and benefits for the school's PE teacher who serves students in grades 6-8 in classes which meet a minimum of 3 days per week. Further, the PE teacher serves high school students in grades 9 and 10 in classes which meet 5 days per week who are not enrolled in other high school CIF sports elective PE classes with their coaches. In addition, our PE teacher serves on the school's PBIS committee as an Ambassador and works in collaboration with LACOE to receive additional training related to providing positive interventions and supports to MSA2's school community. Moreover, MSA2's PE teacher serves on the school's Reflection Committee and as a Discipline Coordinator who works with the school's student services department to provide intervention plans to students related to behavior incidents on campus to build student capacity for improved behavioral outcomes. Finally, this category provides fiscal resources to support our school's PE program in terms of purchasing additional classroom supplies needed for our school PE classes as well as to support our high school CIF sports classes which take place during the instructional school day as well as after school to provide additional resources to the students.

Goal 3.5: Additional programs and activities that support well-rounded education

MSA2 utilizes this area to provide additional programs and services to the students and school community which can support pupils in aspects which are not included under other action areas. In particular, this action serves in collaboration with MSA2's after school programs and services, which serves in conjunction with Think Together, which provides programming, supervision and services to MSA2 students after school each week day until 6:00pm as well as before school from 6:30am until the start of the school day. Another provision related to this goal is the offering by all MSA2 teachers to provide after school tutoring and clubs each week. Some of the clubs offered by MSA2

teachers after school to students include the STEAM club and the guitar club. The goal of these clubs is to provide engaging activities at MSA2 which extend beyond the regular school day to motivate students to attend school and create a positive school culture for students and families to interact with. Further, MSA2 MSA2 offers the Congressional Award Program for high school students where students are provided with opportunities to attend outdoor educational programs, complete volunteer service, set academic goals, and earn congressional awards with mentor teachers who work with the same group of students each year until high school graduation. Moreover, Think Together provides opportunities to students which includes drivers education program for high school students, mentoring programs for our middle school and high school students to work together in support of increased student outcomes. Moreover, MSA2 has utilized one-time funding during the Covid-19 pandemic to expand the provision of such programs and services, including expending Saturday School program offerings for learning loss mitigation, small group interventions outside of regular tutoring sessions, additional learning loss mitigation camps during winter break, Thanksgiving break, and more with the ELOG funds during the current 2021-22 academic year. Since MSA2's Think Together program is funded based upon enrollment and attendance numbers, there is no maximum capacity for student participation in these events and clubs as the program coordinators have the flexibility to hire new staff to support increased demand. Recently, MSA2's high school program received a grant to provide music recording equipment to students as well as to provide additional after hours activities to our students to create a Teen Center on campus. Further, our programs will be providing field trips to students during the spring 2022 semester as the first opportunity since the Covid-19 pandemic began to bring students off site for additional opportunities to engage them.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3.1: College/Career readiness programs and activities

MSA2 budgeted $114,388.53 to support college/career readiness programs and activities during the 2021-22 academic year, but by the end of the school year, MSA2 had spent nearly 100% of these fiscal resources at $112,679.43.

Goal 3.2: STEAM and GATE programs

MSA2 budgeted $4,490.00 to support STEAM and GATE programs during the 2021-22 academic year, and by the end of the school year, MSA2 spent 100% of these fiscal resources at $4,490.00.

Goal 3.3: Digital literacy and citizenship programs

MSA2 budgeted $108,642.15 to support digital literacy and citizenship programs during the 2021-22 academic year, and by the end of the school year, MSA2 spent nearly 100% of these fiscal resources at $108,191.14.

Goal 3.4: Physical education, activity, and fitness

MSA2 budgeted $111,541.10 to support physical education, activity, and fitness during the 2021-22 academic year, but by the end of the school year, MSA2 spent more than these allocated fiscal resources at $114,213.84.

Goal 3.5: Additional programs and activities that support well-rounded education

MSA2 budgeted $230,923.75 to support additional programs and activities that support well-rounded education during the 2021-22 academic year, but by the end of the school year, MSA2 spent more than these allocated fiscal resources at $264,789.66.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 3.1: College/Career readiness programs and activities

MSA2's data with regard to the school's college/career readiness programs and activities, including having historically competitive rates when compared with the rates across LAUSD, LACOE, and the State indicates that the specific actions have been effective in making progress toward this goal. In particular, MSA2 has outperformed the LAUSD, LACOE, and State data across nearly every category throughout the past three most recent academic years in terms of 4 year cohort graduation rates, rates of graduates meeting UC / CSU requirements, rate of graduates earning a seal of biliteracy, and percentage of graduates earning a Golden State Seal Merit Diploma.

Goal 3.2: STEAM and GATE programs

MSA2's success with regard to the school's STEAM and GATE programs, including having historically competitive programs over multiple consecutive years in VEX EDR and VEX IQ Robotics as well as in RAD Drones by qualifying for the US National Championship multiple years in a row and qualifying for the World Championships for the RAD Drones in Spring 2020, although the Covid-19 pandemic led to the World Championship tournament being cancelled. Despite these previous successes, MSA2 plans to bring back these programs during the upcoming school year after the Covid-19 pandemic has been less of a barrier to holding these tournaments and participating in such events.

Goal 3.3: Digital literacy and citizenship programs

MSA2's computer teacher was able to serve as the interim IT Manager while MSA2 was in the process of hiring a new IT Manager. MSA2 was able to hire a new IT Manager after our previous one resigned at end of the first semester. This position is shared with MSA7 50% in terms of time on campus and budget. The addition of the new IT Manager at MSA2 has enabled the computer teacher to refrain from needing to support IT Manager duties and has been therefore able to return to focusing exclusively on serving students in the computer classes, including AP Java Computer. MSA2 received an award during the past year from College Board related to having a successful rate of female students passing the AP Computer exam.

Goal 3.4: Physical education, activity, and fitness

MSA2's physical education and fitness programs have improved this year due to adding more opportunities for competitive sports after school. In particular, MSA2 rented One Generation on 78 dates this school year to support middle school and high school soccer for boys and girls as well as for flag football. Further, we rented the Hansen Dam for high school boys and girls cross country competitions and increased our budget to support these additional activities which support wellness outside of the general academic coursework.

Goal 3.5: Additional programs and activities that support well-rounded education

MSA2's additional programs and activities that support well-rounded education which have been supported with supplemental Covid funding from various sources have been effective in supporting student learning, as demonstrated by the MAP growth across math and English during the school year for general education, SPED and EL students through the additional support of such programs.

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.

Goal 3.1: College/Career readiness programs and activities

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward supporting the school's college/career readiness programs and activities.

Goal 3.2: STEAM and GATE programs

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward supporting the school's STEAM and GATE programs. Further, MSA2 plans to spend more funds during the upcoming school year to participate in the VEX IQ and VEX EDR robotics programs as well as in the RAD Drones program which we had done during previous school years prior to the Covid-19 pandemic and which will provide additional STEAM activities to

Goal 3.3: Digital literacy and citizenship programs

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward supporting the school's digital literacy and citizenship programs.

Goal 3.4: Physical education, activity, and fitness

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward supporting the school's Physical education, activity, and fitness. MSA2 has been accepted into the California Interscholastic Federation (CIF) high school sports league as a probationary member during the upcoming school year so we plan to provide increased fiscal resources to support this growing program to help students meet their physical education and fitness goals.

Goal 3.5: Additional programs and activities that support well-rounded education

MSA2 will utilize additional fiscal resources during the upcoming year to expand our before school program since MSA2 will be moving the start time for the school day to 9:00am Monday through Friday. This will provide an additional opportunity to collaborate with Think Together to provide expanded services and programs during the morning time.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	CONNECTION: All students, families, staff, and other educational partners will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Educational partners 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 educational partners. This sense of connection creates a safe place for all learners and educational partners 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 educational partner 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	2021-22: (As of 5/13/22) 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	2021-22: (As of 5/13/22) 4			2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 32	2021-22: (As of 5/13/22) 22			2023-24: 4
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 31	2021-22: (As of 5/13/22) 27			2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: 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%	2021-22: (As of 5/13/22) 16.6%			2023-24: 25.0%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 98.08%	2021-22: (P-2 ADA) 91.4%			2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 3.9%	2021-22: (As of 5/13/22) 6.0%			2023-24: 5.0%
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%	2021-22: (As of 5/13/22) 0%			2023-24: 0.0%

2022-23 Local Control Accountability Plan for Magnolia Science Academy 2

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%	2020-21: 0.0%			2022-23: 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 95.0%	2020-21: (2021 Dashboard) 93.2%			2022-23: (2023 Dashboard) 100.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 5/13/22) 0.4%			2023-24: 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 5/13/22) 0.19%			2023-24: 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 95.1% Families: 91.8% Staff: 100.0%	2021-22: Students: 98% Families: 86.3% Staff: 100%			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%	2021-22: Students: 73% Families: 97% Staff: 85%			2023-24: Students: 75% Families: 95% Staff: 90%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 85%	2021-22: (Spring 2021 to Fall 2021) 90%			2023-24: (Spring 2023 to Fall 2023) 85%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	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. Expenditures associated with this action include the following: parent meeting expenses. The following expenditures will be funded by federal Title funds: N/A		Yes
4.2	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	$516,562.00	Yes

Action #	Title	Description	Total Funds	Contributing
		will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, Dean of Culture salary and benefits, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: • Professional Services: Resource: Title I; Amount: $17,500 • Teacher Salary and Benefits: Resource: Title I; Amount: $9,485.60		
4.3	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	$448,242.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: • Instructional Materials and Supplies: Resource: Title I; Amount: $3,738 • Admin salary and benefits: Resource: Title I, Part A; Amount: $28,715.99		

Action #	Title	Description	Total Funds	Contributing
4.4	Annual educational partner 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 educational partners' 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 educational partners 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. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: N/A	$2,200.00	Yes
4.5	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 educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.	$246,159.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal Title funds: N/A		

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.

Goal 4.1: Seeking family input for decision making

MSA2 continues to hold periodic meetings to gather input from our families, including, 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. Along with ELAC, MSA2's committees provide for representation of at promise students (low income, English learners, foster youth, etc.). MSA2's feedback during SSC, ELAC and other meetings provide valuable input for the LCAP. MSA2 also holds 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, MSA2 continues to conduct parent surveys to seek feedback on school improvement.

Goal 4.2: Building partnerships with families for student outcomes

MSA-2 holds a variety of events, meetings and committees which provide significant opportunities for parent and family involvement in our school community decision-making process. In particular, this process is supported by our school's PACE Coordinator who hosts weekly Coffee with the Principal meetings on Fridays where topics of interest which are relevant to families are shared, including health and wellness, academic achievement, UC / CSU graduation requirements, and more. Further, MSA-2 hosts PTF, School Site Council (SSC), Title I meetings, ELAC meetings with parents as members of each committee who have the ability to vote upon important plans including the School Safety Plan, SPSA, and more. The families and parents are equal partners in the decision-making process where they are invited to share their feedback related to school budgetary and programmatic decisions which impact the quality of the education which their children receive at MSA-2.

Moreover, MSA-2 hosts events for parents and families, including Parent Bridge educational programs which provide support related and training to parents and families in areas including technology literacy and English language development. Beyond this, parents and family

members are invited to attend Parent College programs at MSA-2 where they receive information and support related to the necessary steps which they should take to best prepare their children to be successful in college and universities. MSA-2 administration and staff provide home visits to MSA-2 families each year where families are visited to provide their perspectives and feedback related to school programs which can best support their children. Also, our PTF program includes parent members who serve as volunteers to plan events, such as school dances, and cultural festivals including the Day of the Dead event.

MSA-2 is committed to continually growing and improving as an organization in order to best support the needs of all of our students. Because we are committed to the idea that we are most effective at growing in our ability to support our students when we make decisions based on all available data, including the observations of all educational partners, we have a variety of systems in place to ensure that staff, students and families have ample opportunities to participate in school planning processes through brainstorming and revision sessions in staff meetings, committee meetings, and a variety of student leadership groups and other forums. Home office leaders, including the CEO, CAO, COO,CXO, the Director of HR, and other chiefs, directors, and coordinators have made an effort to visit our campus and discuss MPS' broader vision with the staff. Teachers report that one of the major benefits of teaching at MSA-2 is the substantial professional autonomy that teachers are afforded to plan curriculum and instruction in ways that they, as professionals, know best meet the needs of their students.

MSA-2 implements numerous strategies and processes for the regular involvement of all educational partners in the learning and teaching of all students. As effective collaboration starts with effective communication, our school community chose an effective and dependable program called ParentSquare in order to reach our whole community for our major and minor communications. The program allows our school to send out mass communications to our communities through their preferred devices and their preferred languages. In addition to sending mass messages, teachers also are able to use this platform to communicate with students and parents easily.

MSA2 utilizes funds in this area to provide ParentSquare access to all stakeholders, provide Parent Education Bridge programs, pay for the salary as well as benefits of our Parent and Community Engagement (PACE) Coordinator, and other important resources. MSA2's additional expenditures included in this action include Infinite Campus SIS fees, SchoolMint software fees, home-visit compensation for MSA2 staff who visit students' homes, parent activity/event expenses, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits.

Goal 4.3: MTSS - PBIS and SEL support

MSA2 has continued to conduct our annually administered school experience surveys to students, parents, and staff during the Spring 2021 semester. Further, MSA2 utilized responses from last year's survey to guide our implementation of programs and services at the school site. MSA2 implements 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 analyzes survey results to identify greatest progress and needs in order to inform our next steps. MSA2 also implemented a Mental Health and Wellness (MHW) survey on Panorama which assessed students, parents/caregivers, and staff which was conducted in the Fall 2021. We

share the data of concerned students across stakeholder groups which include teachers, school administration, school psychologist, grade level coordinators, and parents in order to best support students who have demonstrated an SEL area of concern. In addition, students will take another SEL survey in the Spring 2022.

100% of MSA2 students continue to receive SEL instruction from the Zones of Regulation curriculum, which is taught by our Dean of Students / PBIS coach, other leadership members, and our ASB student government members, and is filmed to be viewed during homeroom and Advisory each week. This process supports all students, families, staff, and other stakeholders in having access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. In addition, this process supports stakeholders in feeling a sense of community and connectedness. Additionally, MSA2 continues to partner with LACOE to provide training for our school's PBIS program which was selected to receive a Bronze metal from the State of CA in 2021 for our school's PBIS program.

MSA2 uses fiscal resources from this category to receive professional development for the full school from LACOE's PBIS program. In addition, MSA2 has a full-time psychologist who provides mental health support to MSA2 students in need as well as ongoing support to students who have IEP's. Moreover, MSA2 refers students and families to Care Solace for outside mental health support as a partner organization. MSA2 also receives support from the MPS Director of SPED Services who also provides consultation as a clinical psychologist related to mental health and SEL matters impacting students and the school community.

MSA2 continues to hold meetings with the Academic MTSS Committee along with our Assistant Principal and Dean of Academics in order to discuss strategies and interventions which are necessary to support students. Further, MSA2 provides additional academic interventions based on the MTSS Academic Committee referrals including Saturday School programs, additional small group interventions, Learning Lab course placement, ongoing monitoring of student academic achievement via online resources including IXL for math and English, ALEKS for math, myON for reading and Lexile growth, Flocabulary across multiple subject areas to build capacity to answer higher order thinking skills. All such online programs are purchased with MSA2's budget to provide additional academic support resources to students, families and teachers. In addition, MSA2 monitors performance data from NWEA MAP assessment, IAB, and SBAC in order to provide targeted interventions and supports related to academic performance with the MTSS Academic Committee.

Goal 4.4: Annual stakeholder surveys

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 educational partner experience survey:

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual educational partner 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). 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.

MSA2's expenditures associated with this action include Panorama Education survey fees.

Goal 4.5: Community outreach and partnerships

MSA2 provides various opportunities to our educational partners in the form of providing community outreach support and partnerships. Due to the Covid-19 pandemic, the need to provide additional outreach and partnership resources to our school community was necessary.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4.1: Seeking family input for decision making

MSA2 did not budget any funds to support seeking family input for decision making during the 2021-22 academic year.

Goal 4.2: Building partnerships with families for student outcomes

MSA2 budgeted $392,599.71 funds to support seeking family input for decision making during the 2021-22 academic year, but by the end of the school year, MSA2 had spent $351,492.28 of these fiscal resources. Despite not spending all of the budgeted resources related to this category, MSA2 received additional support from Think Together in providing support for building partnerships with families for student outcomes which did not have a fiscal impact on MSA2 since Think Together operates their own budget.

Goal 4.3: MTSS - PBIS and SEL support

MSA2 budgeted $206,098.99 funds to support MTSS - PBIS and SEL support during the 2021-22 academic year, but by the end of the school year, MSA2 had spent $297,836.99 of these fiscal resources. Due to the pandemic, MSA2 decided it was necessary to spend more than the budgeted amount of fiscal resourced in this category to support students overcome additional deficiencies and challenges.

Goal 4.4: Annual stakeholder surveys

MSA2 budgeted $2,200.00 funds to support annual stakeholder surveys during the 2021-22 academic year, and by the end of the school year, MSA2 had spent 100% of the $2,200.00 of budgeted fiscal resources.

Goal 4.5: Community outreach and partnerships

MSA2 provides various opportunities to our educational partners in the form of providing community outreach support and partnerships. Due to the Covid-19 pandemic, the need to provide additional outreach and partnership resources to our school community was necessary.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 4.1: Seeking family input for decision making

MSA2 utilized a variety of different opportunities to seek family input for decision making during the 2021-22 academic year. This effectiveness is evidenced in the the annual stakeholder survey results which demonstrate a high level of overall satisfaction from the family respondents related to the frequent incorporation of family members as decision makers at MSA2.

Goal 4.2: Building partnerships with families for student outcomes

MSA2 utilized a variety of different opportunities to build partnerships with families for student outcomes during the 2021-22 academic year. This effectiveness is evidenced in the the annual stakeholder survey results which demonstrate a high level of overall satisfaction from the family respondents related to the frequent incorporation of family members as decision makers at MSA2. In addition, this is evidenced by the NWEA MAP student growth in math and English for the general education population as well as for SPED and EL students during the current academic year as well as the significant Lexile growth in reading demonstrated through myON this year.

Goal 4.3: MTSS - PBIS and SEL support

MSA2 continued to partner with LACOE with the school's PBIS program for the 5th consecutive year to provide training and support to the school related to this important practice. Further, MSA2 was recommended to apply for the PBIS silver medal from the state of California in partnership with LACOE this year. In addition, MSA2 continued to provide weekly SEL lessons through video which were created by our Student Leadership and Dean of Students which integrate the Zones of Regulation curriculum this year.

Goal 4.4: Annual stakeholder surveys

MSA2 utilized the annual stakeholder survey which was effective in providing data during the 2021-22 school year from various educational partners related to various topics. In particular, for the topic of Climate of Support for Academic Learning, MSA2's students favorable rating is 80% during the 2021-22 academic year. This was a 2 percent decrease since the last academic year. The same topic for families during

the current school year showed a 98% favorable rating, which was down by 1 percent from the previous year. Finally, during the current academic year, MSA2's staff favorable rating is 95% for the same topic, which is down by 4 percent since the last academic year.

Despite the decreases across each educational partner for the topic of Climate of Support for Academic Learning in the 2021-22 academic year, these results are actually higher than the MPS average for each educational partner group and demonstrates that MSA2 continues to experience success in this topic. The slight decrease across each of the educational partners in this topic during the current academic year is attributed to the increased challenges that MSA2 faced in returning to in-person learning following during the Covid-19 pandemic, including increased teacher absences during the 2021-22 academic year which were not preventable due to exposure to Covid-19, close contacts and symptoms during the Covid-19 pandemic.

For the topic of Knowledge and Fairness of Discipline, Rules and Norms, MSA2's students favorable rating is 67% during the 2021-22 academic year. This was a 9 percent decrease since the last academic year. The same topic for families during the current school year showed a 97% favorable rating, which was down by 1 percent from the previous year. Finally, during the current academic year, MSA2's staff favorable rating is 77% for the same topic, which is down by 16 percent since the last academic year.

Despite the decreases across each educational partner for the topic of Knowledge and Fairness of Discipline, Rules and Norms in the 2021-22 academic year, these results are actually higher than the MPS average for nearly all of the educational partner groups and demonstrates that MSA2 continues to experience success in this topic. The decrease across each of the educational partners in this topic during the current academic year is attributed to the increased challenges that MSA2 faced in returning to in-person learning following during the Covid-19 pandemic.

In particular, some of the reasons behind this decrease in the staff category for Knowledge and Fairness of Discipline, Rules and Norms may be that during the previous school year, staff were able to work remotely for nearly the entire year, and the school day was shorter due to distance learning. Also, the need to focus on areas including classroom management last year was lower while students were on Zoom, since many negative behavioral issues which typically occurred in-person were not as easy to do for students. That being said, this year required teachers to return to a fully in-person school year as well as to return to a longer school day each day. These changes also require teachers to focus more on behavioral management techniques which last year they may not have needed to place as great of an emphasis on. These may be some of the reasons for the decrease in staff satisfaction rates this year, in addition to the other areas shared by staff members in their survey responses.

Also, this decrease in student rates this year for Knowledge and Fairness of Discipline, Rules and Norms may be impacted by the fact that during the last school year, students were able to spend the majority of their time at home on Zoom, and did not need to go to the school site, as well has did not need to stay in school for as long each school day. This increase in hours of the day which students are now required to be at school and in class may have impacted the decrease in student satisfaction rates during the current school year. During the current school year, MSA2 also continued to offer interventions and support including Saturday School, PBIS weekly house competitions, in-person counseling sessions, in-person support for college applications, after school tutoring and clubs, and support via online resources.

For the topic of Safety, MSA2's students favorable rating is 76% during the 2021-22 academic year. This was a 2 percent increase since the last academic year, which is a tremendous success for MSA2 to see that students actually feel safer having returned to MSA2 during the current academic year than they did during distance learning last via Zoom last school year at their homes. The same topic for families during the current school year showed a 96% favorable rating, which was down by 1 percent from the previous year. Finally, during the current academic year, MSA2's staff favorable rating is 76% for the same topic, which is down by 18 percent since the last academic year.

Despite the decreases across two out of three of the educational partners for the topic of Safety in the 2021-22 academic year, these results are actually higher than the MPS average for nearly all of the educational partner groups and demonstrates that MSA2 continues to experience success in this topic. The larger decrease across the staff educational partners survey in this topic during the current academic year is attributed to the increased challenges that MSA2 faced in returning to in-person learning following during the Covid-19 pandemic. In particular, during distance learning, staff did not have to deal with issues of school safety during the distance learning while students were all isolated from each other. In addition, students were not able to interact with other students during the distance learning from the isolation in their homes, so the adjustment which students needed to experience when returning to in-person led to increased behavioral issues at school during the transition period. However, MSA2 has responded to this challenge during the 2021-22 academic year by hiring 1 additional SPED teacher, 3 additional SPED paraprofessionals, 3 additional administrative assistants in the students services department, 1 additional administrative assistant to support the academic department, and 1 additional full time security guard to provide additional supervision and support.

For the topic of Sense of Belonging (School Connectedness), MSA2's students favorable rating is 65% during the 2021-22 academic year. This was a 3 percent increase since the last academic year, which is a tremendous success for MSA2 to see that students actually feel a greater sense of belonging and school connectedness having returned to MSA2 during the current academic year than they did during distance learning last via Zoom last school year at their homes. This area is the greatest area of growth for the students for the topics when compared to the last school year. The same topic for families during the current school year showed a 97% favorable rating, which was down by 1 percent from the previous year. Finally, during the current academic year, MSA2's staff favorable rating is 92% for the same topic, which is an increase by 1 percent since the last academic year. This is a tremendous success for MSA2 to see that staff actually feel a greater sense of belonging and school connectedness having returned to MSA2 during the current academic year than they did working remotely during distance learning via Zoom last school year at their homes.

We are incredibly proud of all of our areas of growth and plan on continuing to focus on taking proactive steps to repeat and build upon these successes. We are also incredibly motivated to continue to work on addressing all of the areas of concern during the upcoming school year and continue to make MSA2 a better school for all educational partners across all categories through our ongoing collaborative approach.

Goal 4.5: Community outreach and partnerships

MSA2 continued to grow in its community partnerships with Think Together, which offered extended services during the school year to students with increased funding related to the Covid-19 pandemic. Further, MSA2 continued to provide college course enrollment opportunities to our high school students in partnership with LA Valley College, Pierce College and Mission College during the 2021-22 academic year. Further, MSA2 continues to partner with LACOE with the school's PBIS program.

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.

Goal 4.1: Seeking family input for decision making

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward supporting the school's process to seek family input for decision making.

Goal 4.2: Building partnerships with families for student outcomes

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward supporting the school's process to build partnerships with families for student outcomes.

Goal 4.3: MTSS - PBIS and SEL support

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward MTSS - PBIS and SEL support.

Goal 4.4: Annual stakeholder surveys

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward the annual stakeholder surveys.

Goal 4.5: Community outreach and partnerships

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward supporting the school's process to provide community outreach and partnerships.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$1,672,588	$199,143.46

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
34.25%	0.00%	$0.00	34.25%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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

2022-23 Local Control Accountability Plan for Magnolia Science Academy 2

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 slow-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

2022-23 Local Control Accountability Plan for Magnolia Science Academy 2

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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the current academic year, MSA2 will utilize the concentration grant add-on funds ($199,143.46) in the following manner:

MSA-2 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In particular, MSA-2 received $194,213 during the 2021-22 academic year from the concentration grant add-on funds.

The first form of MSA-2 utilizing these funds was in MSA-2 hiring an additional administrative assistant with these funds in the amount of approximately $60,000 per year including salary and benefits to support the provision of academic interventions. Since this staff member started during the Spring 2022 semester, the estimated expenses for salary and benefits for this position is $30,000 for the 2021-22 academic year.

The next form of MSA-2 utilizing these funds was in MSA-2 hiring an additional SPED paraprofessional with these funds in the amount of approximately $55,000 per year including salary and benefits to support the provision of academic interventions. Since this staff member started during the Spring 2022 semester, the estimated expenses for salary and benefits for this position is $22,500 for the 2021-22 academic year.

MSA-2 is also in the process of seeking to hire a new SPED teacher position during this academic year in with an estimated expense of $120,000 per year including salary and benefits. If this position is able to be hired during the Spring 2022 semester, MSA-2 anticipates that the school will spend an estimated amount of $60,000 on this position for the current academic.

MSA-2 is also in the process of seeking to hire a new EL paraprofessional during this academic year in with an estimated expense of $60,000 per year including salary and benefits. If this position is able to be hired during the Spring 2022 semester, MSA-2 anticipates that the school will spend an estimated amount of $30,000 on this position for the current academic.

MSA-2 is also in the process of seeking to hire a social worker during this academic year in with an estimated expense of $103,426 per year including salary and benefits. If this position is able to be hired during the Spring 2022 semester, MSA-2 anticipates that the school will spend an estimated amount of $51,713 on this position for the current academic.

MSA-2's plan is to expend the full $194,213 budgeted amount during the 2021-22 academic year from the concentration grant add-on funds. However, there is a possibility that not all positions will be able to be filled candidates who end up being hired during this time due to the conditions in the labor market within each respective position.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,782,382.00	$1,474,951.00	$121,790.00	$962,025.00	$8,341,148.00	$5,176,273.00	$3,164,875.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Teacher assignments and credentials	All	$25,878.00				$25,878.00
1	1.2	Instructional materials and technology	All	$361,270.00	$24,598.00		$71,051.00	$456,919.00
1	1.3	Clean and safe facilities that support learning	All	$682,440.00			$60,000.00	$742,440.00
1	1.4	Healthy and nutritious meals	Low Income	$19,000.00				$19,000.00
1	1.5	Well-orchestrated Home Office support services	All	$1,163,033.00	$17,440.00		$18,312.00	$1,198,785.00
2	2.1	Broad course of study and standards-based curriculum	All	$1,770,450.00	$119,431.00		$203,003.00	$2,092,884.00
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	$19,000.00	$25,000.00		$23,000.00	$67,000.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	$295,848.00	$181,549.00		$269,455.00	$746,852.00
2	2.4	Designated and integrated ELD programs	English Learners				$1,000.00	$1,000.00
2	2.5	Support for students with disabilities	Students with Disabilities		$900,274.00		$56,044.00	$956,318.00
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	$124,439.00	$500.00			$124,939.00
3	3.2	STEAM and GATE programs	English Learners Foster Youth	$1.00			$4,490.00	$4,491.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	$117,094.00				$117,094.00
3	3.4	Physical education, activity, and fitness	Low Income	$107,264.00		$96,790.00	$28,000.00	$232,054.00
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	$317,331.00		$25,000.00		$342,331.00
4	4.1	Seeking family input for decision making	English Learners Foster Youth Low Income					
4	4.2	Building partnerships with families for student outcomes	English Learners Foster Youth Low Income	$325,469.00			$191,093.00	$516,562.00
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	$411,665.00			$36,577.00	$448,242.00
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	$2,200.00				$2,200.00
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	$40,000.00	$206,159.00			$246,159.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$4,883,809	$1,672,588	34.25%	0.00%	34.25%	$1,779,311.00	0.00%	36.43 %	**Total:**	$1,779,311.00
								LEA-wide Total:	$1,779,311.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.4**	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	$19,000.00	
2	**2.2**	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,000.00	
2	**2.3**	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$295,848.00	
2	**2.4**	Designated and integrated ELD programs	Yes	LEA-wide	English Learners	All Schools		
3	**3.1**	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$124,439.00	
3	**3.2**	STEAM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1.00	
3	**3.3**	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth	All Schools	$117,094.00	

2022-23 Local Control Accountability Plan for Magnolia Science Academy 2

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	$107,264.00	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$317,331.00	
4	4.1	Seeking family input for decision making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.2	Building partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$325,469.00	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$411,665.00	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,200.00	
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,403,081.02	$6,995,589.24

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Teacher assignments and credentials	No	$24,750.00	$210,378.00
1	**1.2**	Instructional materials and technology	No	$426,371.08	$406,898.59
1	**1.3**	Clean and safe facilities that support learning	No	$517,374.69	$648,944.04
1	**1.4**	Healthy and nutritious meals	Yes	$8,000.00	$19,000.00
1	**1.5**	Well-orchestrated Home Office support services	No	$973,507.31	$1,108,895.19
2	**2.1**	Broad course of study and standards-based curriculum	No	$1,881,128.31	$1,960,747.80
2	**2.2**	Professional development for high-quality instruction	Yes	$60,202.00	$65,000.00
2	**2.3**	MTSS - Academic enrichment, intervention, and student support	Yes	$653,346.02	$564,698.09
2	**2.4**	Designated and integrated ELD programs	Yes	$1,000.00	$1,000.00
2	**2.5**	Support for students with disabilities	No	$666,517.38	$724,134.19

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	College/Career readiness programs and activities	Yes	$114,388.53	$112,679.43
3	3.2	STEAM and GATE programs	Yes	$4,490.00	$4,490.00
3	3.3	Digital literacy and citizenship programs	Yes	$108,642.15	$108,191.14
3	3.4	Physical education, activity, and fitness	Yes	$111,541.10	$114,213.84
3	3.5	Additional programs and activities that support well-rounded education	Yes	$230,923.75	$264,789.66
4	4.1	Seeking family input for decision making	Yes		
4	4.2	Building partnerships with families for student outcomes	Yes	$392,599.71	$351,492.28
4	4.3	MTSS - PBIS and SEL support	Yes	$206,098.99	$297,836.99
4	4.4	Annual stakeholder surveys	Yes	$2,200.00	$2,200.00
4	4.5	Community outreach and partnerships	Yes	$20,000.00	$30,000.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,443,229.00	$1,468,881.35	$1,521,204.75	($52,323.40)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	$8,000.00	$5,000.00		
2	2.2	Professional development for high-quality instruction	Yes	$37,000.00	$65,000.00		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	$339,297.69	$558,698.09		
2	2.4	Designated and integrated ELD programs	Yes		$1,000.00		
3	3.1	College/Career readiness programs and activities	Yes	$110,388.53	$112,679.43		
3	3.2	STEAM and GATE programs	Yes		$4,490.00		
3	3.3	Digital literacy and citizenship programs	Yes	$108,642.15	$108,191.14		
3	3.4	Physical education, activity, and fitness	Yes	$111,541.10	$114,213.84		
3	3.5	Additional programs and activities that support well-rounded education	Yes	$230,923.75	$224,789.66		
4	4.1	Seeking family input for decision making	Yes				
4	4.2	Building partnerships with families for student outcomes	Yes	$297,789.14	$45,605.60		

2022-23 Local Control Accountability Plan for Magnolia Science Academy 2

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	MTSS - PBIS and SEL support	Yes	$203,098.99	$249,336.99		
4	4.4	Annual stakeholder surveys	Yes	$2,200.00	$2,200.00		
4	4.5	Community outreach and partnerships	Yes	$20,000.00	$30,000.00		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4,241,717	$1,443,229.00	0.00%	34.02%	$1,521,204.75	0.00%	35.86%	$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners 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* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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

2022-23 Local Control Accountability Plan for Magnolia Science Academy 2

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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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

2022-23 Local Control Accountability Plan for Magnolia Science Academy 2

- 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.

- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **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.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

    For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o   This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    o   This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table
Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    o   This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table
- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-3
CDS Code: 19-10199-0115030
School Year: 2022-23
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 2022-23 School Year

Projected Revenue by Fund Source

All federal funds, $519,006
All local funds 7% $26,069 , 0%
All other state funds, $1,631,782 , 22%
Total LCFF funds $5,278,504 71 %
LCFF supplemental & concentration grants, $1,191,044 , 16%
All Other LCFF funds, $4,087,460 , 55%
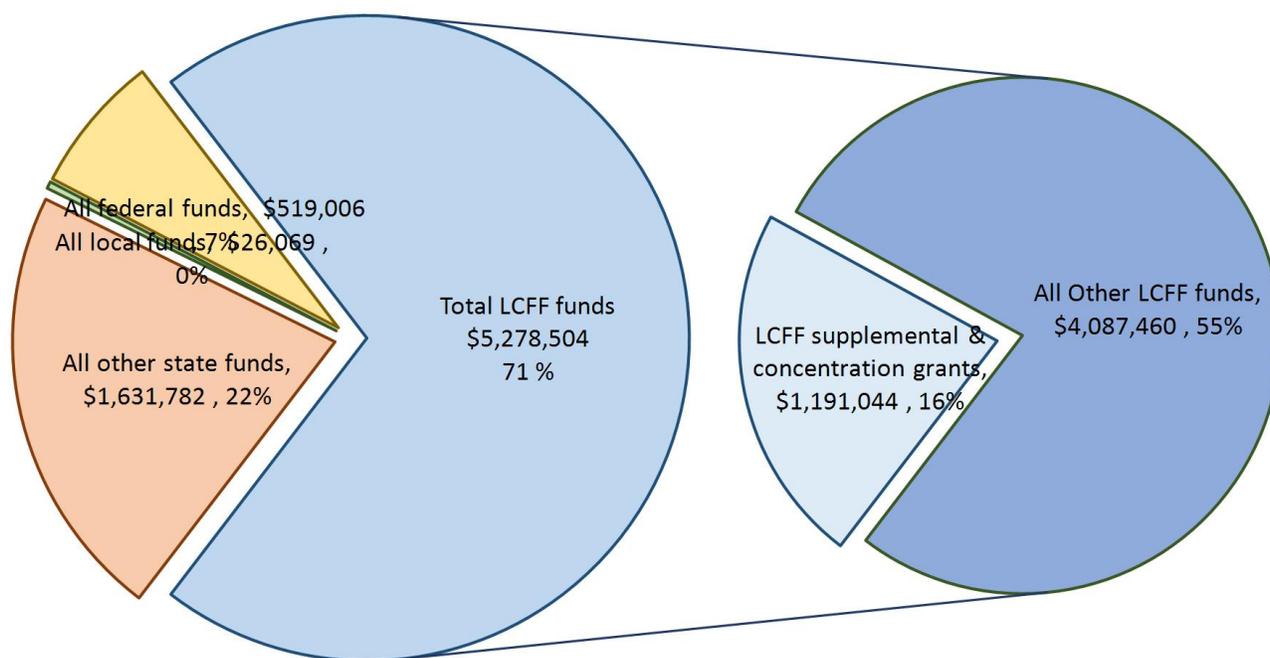
This chart shows the total general purpose revenue Magnolia Science Academy-3 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy-3 is $7,455,361, of which $5278504 is Local Control Funding Formula (LCFF), $1631782 is other state

funds, $26069 is local funds, and $519006 is federal funds. Of the $5278504 in LCFF Funds, $1191044 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.

Budgeted Expenditures in the LCAP
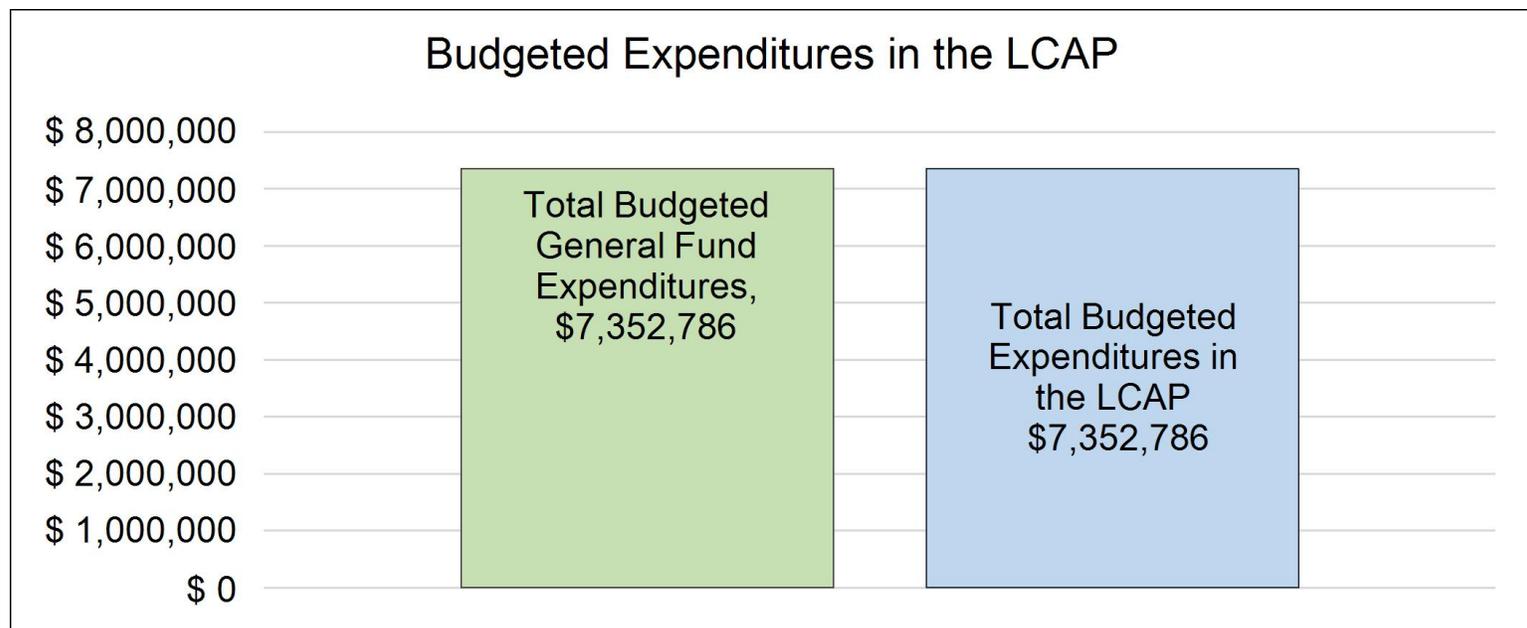
This chart provides a quick summary of how much Magnolia Science Academy-3 plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy-3 plans to spend $7,352,786 for the 2022-23 school year. Of that amount, $7,352,786 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:

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Magnolia Science Academy-3 is projecting it will receive $1191044 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 $1,168,280 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 2021-22

Prior Year Expenditures: Increased or Improved Services for High Needs Students
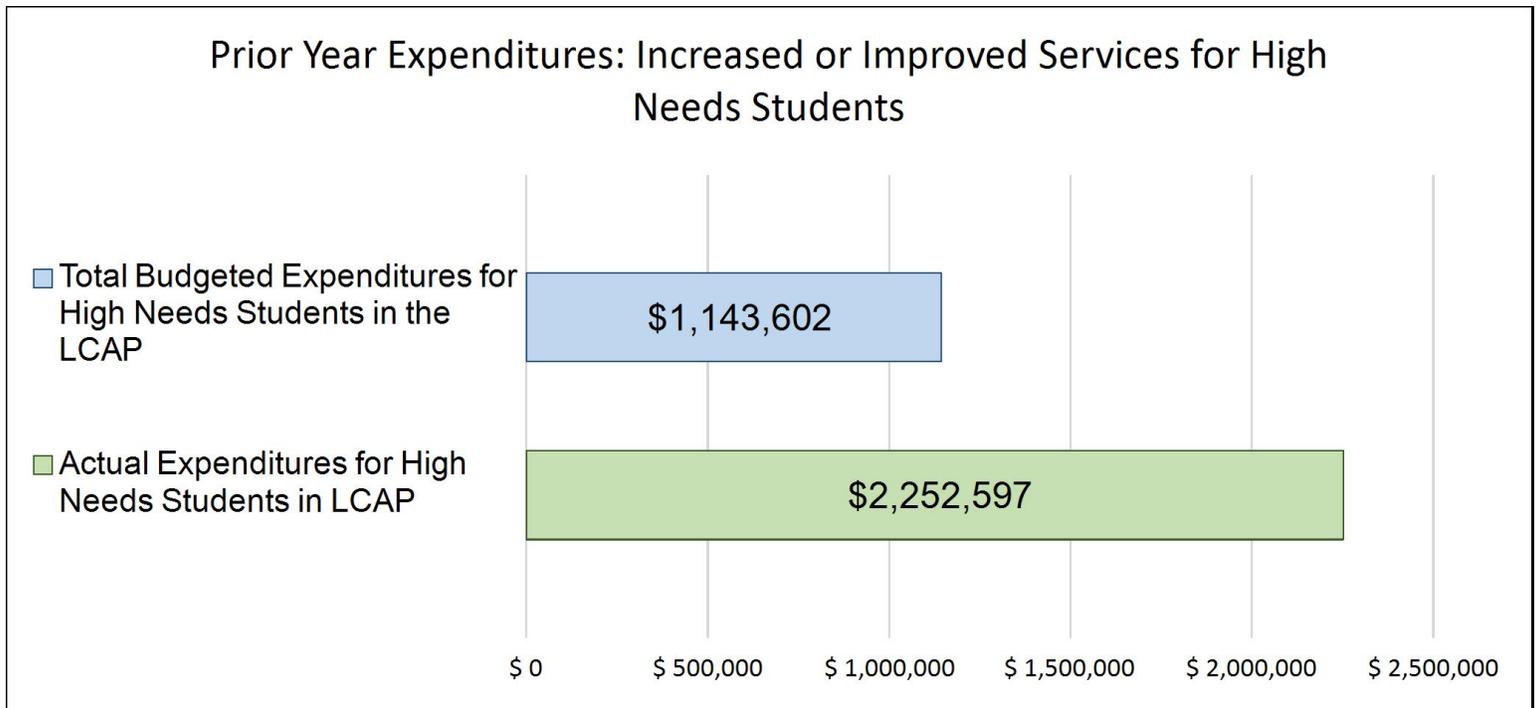
This chart compares what Magnolia Science Academy-3 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy-3 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Magnolia Science Academy-3's LCAP budgeted $$1,143,602.00 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-3 actually spent $$2,252,596.87 for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

In terms of the engagement of the educational partners in the use of the funds from Educator Effectiveness Block Grant, MSA-3 has engaged with getting feedback from our staff via weekly staff meetings. In addition, MSA-3 administration engaged with MPS home office to get feedback on the trends in regards to retaining staff. In addition, MSA-3 administration has Coffee with Admin (Zoom with Admin) to get feedback from parents. Similar efforts will be taking place for the engagement purposes of the educational partners in the use of funds from A-G Completion Improvement Grant and Expanded Learning Opportunities Program in the upcoming weeks.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Retention- We will use the grant to retain our staff. It has been extremely challenging to retain our staff due to the challenging conditions of teaching. Our school, MSA-3 have four open positions, and it has been a challenge to fill those positions up. In addition, our current staff are signaling the challenges current teaching conditions in terms of compensation, cost of living. Losing additional staff members will put us in a much more challenging situation to operate effectively. Retaining current staff is a priority to get the MSA-3 culture continue.

Some portion of additional fund will be used to cover the salary and benefits of Assistant Principal. Due to Covid, MSA-3 administration faced a challenge to handle the operational tasks. Thus, leadership org chart and responsibilities have been adjusted to re-delegate the tasks. One of the Deans will take the Assistant Principal role to have better relations with our parents and reach out to prospective parents.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

MSA-3 holds PAC (Parent Advisory Committee) and Staff meetings to inform the the school community. We present our data points in regards to student achievement and parents provide feedback in regards to progress we make or point areas of improvement. These meetings take place over the Zoom platform. In addition, MSA-3 seeks input from the parents/staff and students via school site council, surveys etc. Sessions including Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, which include student representatives, English Learner Advisory Committee (ELAC) meetings, Coffee with the Admin meetings, and staff meetings (admin, teachers, resource specialists, school psychologist, paraprofessionals) are the platforms to discuss the ESSER III plan for review and feedback. Parents on our PTF and SSC also serve as our parent advisory committee members, 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 is valuable input for the ESSER III.

Also, at the home office level, the feedback from Director of Special Education and Support Services, Director of Student Services, and all other department heads who work closely with students at MSA3 campus were welcomed and honored. Additionally, we invite feedback from public at large in our MPS Board meetings that are open to the public. We received feedback from MSA3 staff during our regular staff meeting, and we received feedback from parents, students, and community members during School Site Council meeting. Additionally, the families that speak languages other than English also attended all of our meetings. For those parents, we provided translation services. Also, we have had meetings held for English speaking and Spanish only speaking parents so that the information related to school issues were provided to those parents in their language.

All administrators: principals, deans of academics, deans of students, and college counselor met regularly to ensure that the funds for this plan are well utilized, sourced, and spent. Additionally, the paraprofessionals, teacher aides, outside duty supervisors, custodial staff, afterschool supervisors, and all other educators were involved in the preparation of this plan to make sure it will address the needs our our students. The tribes and civil right organizations are not represented in MSA3's community. Finally, the school held School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings where Individuals or advocates representing the interests of children with disabilities, English learners, homeless students,
foster youth (N/A), migratory students(N/A), children who are incarcerated (N/A), and other underserved students. We have had our ESSER III plan presented during a regular MPS Governing board meeting for public comment, as well as feedback from public at large. These all serve as a way to inform, educate, and gather input & feedback from all critical educational partners.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Success: With the implementation of this plan, we were able to continue with the employment of our staff. This position is helping us maintain Covid-19 safety procedures like mask mandate, physical distancing where feasible.

In order to keep MSA-3 operating, ESSER III funds will be used to keep the core Science teacher employed. This action is supplementing the broad course of study and standards based curriculum action within LCAP.

Extended school year is helping our students to get additional learning time lost during the pandemic. Summer school and High Dosage tutoring are helping our students to get more time to focus on academics.

Challenges: Even if we have added some positions, teacher and staffing shortage is hitting us hard. For some of the positions like PACE coordinator, we are having a hard time finding a qualified candidate. Some candidates are seeking only online work environment or the salary offered is not satisfactory.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

ESSER III funds are aligned with our LCAP goals. For example hiring a campus supervisor supplements the Clean and Safe Facilities that support learning action within the LCAP. Hiring a new Science teacher and retaining our Multiple Subject teacher supplements the Broad course of study and standards based curriculum action within LCAP. Here is the list of actions that are aligned with our LCAP as well as our ELO grant plan.

Extended School Year
Summer School
High Dosage Tutoring
Hiring a campus Supervisor
Continuation of the employment of the office clerk
Hiring a PACE coordinator
Continuation of the employment of the Science Teacher
Continuation of the employment of the Multiple Subject Teacher

In terms of the usage of In-Person-Instruction Grants, MSA3 used those funds with certificated salaries, their benefits, and one time discretionary bonuses.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP

- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are*

intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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 [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 400 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% Cohort 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.
- 98% of graduating class are meeting the A-G requirements. 44% of the seniors are graduating with Honors and 8% 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.

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 60% Hispanic and 40% African American students. Culture sensitivity and relevance trainings are 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)

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.

Based on Panaroma Educational Partner Survey, the following items are identified as needs:

Add sports teams (football, soccer, baseball)- A middle school flag football team has been added. For the 2022-2023 year assistant coaches will be added to each team.
Student bathrooms need more monitoring (servicing and vandalism)
Facility problem: not having enough rooms for every teacher
More activities/electives for students
Limited staff that speak Spanish
Student discipline, student consequences need to improve- More discipline training has been added to the PD's.

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 satisfaction rates remained similar to 2021 survey data in student and parent groups.
- 8% decline in saff satisfaction rates is related to facility issues and the challenges of teaching after in-person school post pandemic.

Facility is a constant issue for MSA-3. Being on Prop-39 facility limits the school's ability to assign a classroom to all teachers. Due to decline of MSA'3's enrollment at LAUSD vicinity, the number of classrooms/offices/special ed rooms MSA-3 received decreased from 20 to 17. This created a challenge for five teachers to travel from class to class. It was also a challenge to the host teacher. Host teacher had to welcome another class/teacher during his/her prep time.

In-person school during the pandemic created additional challenges to teaching. Teachers and support staff had to teach with masks and enforce mask mandates in the classroom. Weekly Covid testing and morning health check were additional tasks that staff had to carry on. However, MSA-3 received the highest rating in all areas excluding the 2021-22 Pandemic era distance learning ratings. Before the pandemic, satisfaction rates for students were around 60%. Family satisfaction survey was around 85% and the staff satisfaction rate was around 75%.

Three years average for in-person data for student satisfaction: 62% This year's data: 76

Three years average for in-person data for families: 84% This year's data: 96

Three years average for in-person data for staff: 77% This year's data: 87

When compared with similar in-person teaching settings, MSA-3 is well improved in all these three areas.

- 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(virtual) 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 in an efficient way.
- Distributed Leadership increased the ownership and autonomy of our admin team.

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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this 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 educational partners 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 educational partners. These include four Zoom with Admin meetings, two SSC meetings, two ELAC meetings, , weekly staff meetings, and other educational partner 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 educational partners participated in this survey. The Charter School staff has also made 60 virtual home visits during this school year and sought feedback from the parents for school improvement.

A summary of the feedback provided by specific educational partners.

Educational partners mention that we need to add sports teams (football, soccer, baseball), more activities/electives for students
Our parents and students point out to the conditions of student bathrooms (dirty, vandalism)
Our staff has concern about the facilities; not having enough rooms for every teacher
Our parents and staff had a concern on limited staff that speak Spanish

Staff pointed out that student discipline, student consequences need to improve.

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 input from educational partners.

The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:
- MSA-3 admin will follow up with maintenance for facility improvements (especially bathrooms) Addressing teacher and staff attitude concerns.
- The dean of students will work on Tier 1, 2, 3 intervention strategies to make discipline procedures more clear to stakeholders.
- The dean of Academics will work with Resource teachers to ensure the support and services are closely monitored for Special Education students.
- The dean of students will work on Adding more elective & club options (ie. Business, Finance Literacy classes).
- The principal will work on Improving school communication with all parents.
- MSA-3 admin team will check on options to increase sports opportunities.
- MSA-3 admin will work with students who are falling behind to keep maintaining high academic and behavior standards for all students.

Goals and Actions

Goal

Goal #	Description
1	BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0			2023-24: 0
Percentage of students without access to their own copies of standards-	2020-21: 0%	2021-22: 0%			2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
aligned instructional 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	2021-22: 0			2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 83.0%	2021-22: (Spring 2021 to Fall 2021) 82%			2023-24: (Spring 2023 to Fall 2023) 85.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 98.5%	2021-22: (As of 5/12/22) 95.8%			2023-24: 96.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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	$24,500.00	No

Action #	Title	Description	Total Funds	Contributing
		for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees. The following expenditures will be funded by federal Title funds: N/A		
1.2	Instructional materials and technology	Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and 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. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and	$420,530.00	No

Action #	Title	Description	Total Funds	Contributing
		other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: Technology Software Title IV: $909		
1.3	Clean and safe facilities that support learning	Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by LAUSD custodial staff under Prop-39. 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. Expenditures associated with this action include the following: facilities rent/acquisition cost, , maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A	$532,642.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Healthy and nutritious meals	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. Expenditures associated with this action include the following: student meals, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A	$12,000.00	No Yes
1.5	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.	$918,951.00	No

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: N/A		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

1.1 Teacher assignment and credentials has a substantive difference compared to last year's planned expenditure. The reason behind this difference is to use some funds for staff retention. Due to Covid related measures, education industry is having difficulty retaining high quality teachers. MSA-3 used retention bonus to keep the staff.
1.3 Clean and safe facilities that support learning - This additional charge occurred due to over allocation fee for 20-21 and 21-22.
4.5 Community Outreach and Partnership- MSA-3 increased its outreach efforts with participating in enrollment events at the local level.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

1.1 Teacher assignment and credentials has a substantive difference compared to last year's planned expenditure. The reason behind this difference is to use some funds for staff retention. Due to Covid related measures, education industry is having difficulty retaining high quality teachers. MSA-3 used retention bonus to keep the staff.
1.3 Clean and safe facilities that support learning - This additional charge occurred due to over allocation fee for 20-21 and 21-22.
4.5 Community Outreach and Partnership- MSA-3 increased its outreach efforts with participating in enrollment events at the local level.

An explanation of how effective the specific actions were in making progress toward the goal.

1.1 Teacher assignment and credentials has a substantive difference compared to last year's planned expenditure. MSA-3 was able to see the positive impact of this move. We have a retention goal of 80% and this bonus helped keep the staff morale high.
1.3 Clean and safe facilities that support learning - In order for MSA-3 to maintain its Prop-39 status, we have to pay our dues to have access to classrooms and facilities. By paying our dues, we are not in conflict with LAUSD.

4.5 Community Outreach and Partnership- Compared to last year, we are having more parents are interested in our school. We have had 75 new applications. 42 of them completed all the processes and ready to start next school year.

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.

1.1 Teacher assignment and credentials : MSA-3 improved its base salary, so we did not add any discretionary bonus for next school year.
1.3 Clean and safe facilities that support learning - Since MSA-3 paid in advance of overallocation fee for this year, we don't anticipate new charges.
4.5 Community Outreach and Partnership-   MSA-3 admin increased the budget for Community Outreach and Partnership as this item stands out to be important to attract new students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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	2020-21: 85%	2021-22: (As of 5/13/22) 90%			2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Source: Local 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%	2021-22: (As of 5/13/22) 100%			2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 5/13/22) 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%	2021-22: (As of 5/13/22) 41%			2023-24: 100%
Percentage of students who have	2020-21: (First semester)	2020-21: (Second semester)			2023-24: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	74%	85%			
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 67.3	2021-22: (As of 5/13/22) 61.6			2023-24: 70.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: • All Students: 35.67% • English Learners: 5.88% • Socioeconomically Disadvantaged: 39.75% • Students with Disabilities: ?% • African American: 31.65% • Hispanic: 39.74%	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.			2022-23: • All Students: 39.00% • English Learners: 12.00% • Socioeconomically Disadvantaged: 42.00% • Students with Disabilities: 12.00% • African American: 37.0% • Hispanic: 42.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: • All Students: 38.55% • English Learners: 0.00% • Students with Disabilities: 13.33% • Hispanic: 44.00% • White: 66.67% IAB ELA Level 3 and 4 Projection (5/13/22): • All Students: 39.50%			
Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: (2019 Dashboard) • All Students: 40.6 points below standard • English Learners: 87.6 points below standard	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress			2022-23: (2023 Dashboard) • All Students: 34.0 points below standard • English Learners: 76.0 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Socioeconomically Disadvantaged: 37.4 points below standard • Students with Disabilities: 139.3 points below standard • Homeless: 31.9 points below standard • African American: 47.6 points below standard • Hispanic: 34.1 points below standard	(MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: • All Students: 60.1% • English Learners: 76.9% • Students with Disabilities: 50.0% • Hispanic: 65.0% • White: N/A			• Socioeconomically Disadvantaged: 30.0 points below standard • Students with Disabilities: 100.0 points below standard • Homeless: 24.0 points below standard • African American: 40.0 points below standard • Hispanic: 27.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2020-21: • All Students: 50.2% • English Learners: 60.0% • Socioeconomically Disadvantaged: 49.1%	Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: • All Students: 60.1% • English Learners: 76.9%			2023-24: • All Students: 60.0% • English Learners: 60.0% • Socioeconomically Disadvantaged: 60.0%

2022-23 Local Control Accountability Plan for Magnolia Science Academy-3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Students with Disabilities: 59.4% • African American: 50.0% • Hispanic: 50.9%	• Students with Disabilities: 50.0% • Hispanic: 65.0% • White: N/A			• Students with Disabilities: 60.0% • African American: 60.0% • Hispanic: 60.0%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: • All Students: 17.37% • English Learners: 0.00% • Socioeconomically Disadvantaged: 18.89% • Students with Disabilities: 0.00% • African American: 12.03% • Hispanic: 21.16%	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Mathematics -			2022-23: • All Students: 25.00% • English Learners: 15.00% • Socioeconomically Disadvantaged: 25.00% • Students with Disabilities: 15.00% • African American: 18.00% • Hispanic: 25.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Proficiency Projection for 2021-22 SBAC: • All Students: 15.00% • English Learners: 0.00% • Students with Disabilities: 0.00% • Hispanic: 17.70% • White: 33.33% IAB Math Level 3 and 4 Projection (5/13/22): • All Students: 44.13%			
Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: (2019 Dashboard) • All Students: 89.6 points below standard • English Learners: 129.5 points below standard • Socioeconomically Disadvantaged: 87.1	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the			2022-23: (2023 Dashboard) • All Students: 81.0 points below standard • English Learners: 110.0 points below standard • Socioeconomically Disadvantaged: 79.0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	points below standard • Students with Disabilities: 184.4 points below standard • Homeless: 86.0 points below standard • African American: 99.8 points below standard • Hispanic: 81.0 points below standard	percentage of students meeting their growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: • All Students: 60.7% • English Learners: 50.0% • Students with Disabilities: 65.0% • Hispanic: 64.4% • White: N/A			points below standard • Students with Disabilities: 125.0 points below standard • Homeless: 79.0 points below standard • African American: 90.0 points below standard • Hispanic: 73.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2020-21: • All Students: 49.5% • English Learners: 50.0% • Socioeconomically Disadvantaged: 48.0%	Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: • All Students: 60.7% • English Learners: 50.0%			2023-24: • All Students: 60.0% • English Learners: 60.0% • Socioeconomically Disadvantaged: 60.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Students with Disabilities: 33.3% • African American: 43.8% • Hispanic: 53.3%	• Students with Disabilities: 65.0% • Hispanic: 64.4% • White: N/A			• Students with Disabilities: 60.0% • African American: 60.0% • Hispanic: 60.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: (2019 Dashboard) 60.9%	2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. 2022 ELPAC Percentage of Students at Each Performance Level: • Level 4: 16.6% • Level 3: 50% • Level 3: 8% • Level 1: 25%			2022-23: (2023 Dashboard) 62.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 0%	2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.			2023-24: 10.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2022 ELPAC Percentage of Students Level 4: 16.6%			
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: • All Students: 10.05% • Socioeconomically Disadvantaged: 12.69% • Students with Disabilities: 0.00% • African American: 10.53% • Hispanic: 8.25%	CAST assessments were waived during the 2019-20 and 2020-21 school years.			2022-23: • All Students: 16.00% • Socioeconomically Disadvantaged: 16.00% • Students with Disabilities: 10.00% • African American: 16.0% • Hispanic: 16.0%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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	$1,809,626.00	No

Action #	Title	Description	Total Funds	Contributing
		supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: $41.207		
2.2	Professional development for high-quality instruction	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following:	$41,021.00	Yes

Action #	Title	Description	Total Funds	Contributing
		professional development, tuition reimbursement, and TeachBoost software fees. The following expenditures will be funded by federal Title funds: • Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: $17,755		
2.3	MTSS - Academic enrichment, intervention, and student support	Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (IXL,MyON, BrainPOP, Flocabulary, Nearpod, and myON.)	$659,508.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: • Title 1 Coordinator Salary and Benefits Resource: Title I, Part A; Amount: $102,040 • Educational Software Resource: Title IV, part A: $2.817 • Educational Software Resource: Title I: $26,383		
2.4	Designated and integrated ELD programs	Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend,	$196,501.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: N/A		
2.5	Support for students with disabilities	Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: N/A	$829,677.00	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.

2.2 Professional Development for high-quality instruction- we could not spend around 30% of what has been planned
2.3 MTSS - Academic enrichment, intervention, and student support- this worked well to identify the students, direct them to the services and follow up.
2.4 Designated and integrated ELD programs- Our ELD coordinator follow up closely with our students to master English. Initial test results show that four of our students made the cut score to be designated as RFEP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

2.2 Professional Development for high-quality instruction- We had partnered with a vendor to deliver PD on Writing across the curriculum, however due to Covid limitations, we had to cancel most of the PDs.

An explanation of how effective the specific actions were in making progress toward the goal.

2.2 Professional Development for high-quality instruction- Covid restrictions were coming from LAUSD and it was making it hard to deliver the content via Zoom or with mask.
2.5 Support for students with disabilities. Our special ed department was able to follow up IEPs effectively on time and provided services in our push-in model.

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.

2.2- Professional development for high-quality instruction MSA-3 will not work with the same vendor due to not getting the service the prior year. Instead, we will reach out to vendors that are more readily available.
2.2 Professional development for high-quality instruction - We will allocate a little more into this as we have more new teachers and these new teachers require induction program coverage.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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 Dashboard CCI data is not available. 2021-22: (Projected as of 5/13/22) 58%			2021-22: 60.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-	2018-19: 50.98%	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21			2021-22: 55.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA/Literacy assessments (Source: CDE DataQuest)		school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: • Grade 11 Students: 52.50% IAB ELA Level 3 and 4 Projection (5/13/22): • Grade 11 Students:60.83%			
Percentage of students in Grade 11 meeting or exceeding	2018-19: 25.49%	CAASPP-Mathematics assessments were			2021-22: 35.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)		waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments. Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: • Grade 11 Students: 26.67% IAB Math Level 3 and 4 Projection (5/13/22): • Grade 11 Students: 72.54%			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 35.7%	2020-21: 37.5%			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%	2020-21: data not available			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%	2021-22: (As of 5/13/22) 28%			2023-24: 30.0%
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 96.2%	2020-21: 93.2% 2021-22: (As of 5/13/22) 98%			2022-23: 95.0%
Percentage of cohort graduates earning a Seal of Biliteracy	2020-21: (As of 5/16/21) 13.6%	2021-22: (As of 5/13/22) 4%			2023-24: 20.0%

2022-23 Local Control Accountability Plan for Magnolia Science Academy-3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Source: CDE DataQuest)					
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 27.3%	2021-22: (As of 5/13/22) 36%			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%	2021-22: (As of 5/13/22) 52%			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%	2021-22: (As of 5/13/22) 96%			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%	2021-22: (As of 5/13/22) 78%			2023-24: 70.0%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 62.8%	Class of 2019 data is not available.			Class of 2021: 75.0%
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local	2020-21: (As of 4/16/21) 6%	2021-22: (As of 5/13/22) 4%			2023-24: 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Indicator Priority 7, SIS)					
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%	2021-22: (As of 5/13/22) 96%			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%	2021-22: (As of 5/13/22) 72%			2023-24: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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	$129,840.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, AP exam fees, AP course materials, and other college-related materials and activities. The following expenditures will be funded by federal Title funds: Educational Software: Title I : Amount: $2,946 AP Exam College Board Resource: Title IV Part A; Amount: $3,000		
3.2	STEAM and GATE programs	Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Robotics, etc. Gifted and talented students and students 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.		Yes

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: supplemental science program fees. The following expenditures will be funded by federal Title funds: N/A		
3.3	Digital literacy and citizenship programs	Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: N/A	$98,787.00	Yes
3.4	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	$179,188.00	Yes

Action #	Title	Description	Total Funds	Contributing
		engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: Title IV, Part A: PE teacher salary benefits: Amount: $9056		
3.5	Additional programs and activities that support well-rounded education	In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.	$403,565.00	Yes

2022-23 Local Control Accountability Plan for Magnolia Science Academy-3

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

3.1- College/Career readiness programs and activities. MSA-3 is proud with its college and career services. We have had two part time college counselors to provide support to our students during their preparation for the college application and financial aid.
3.4- Physical education, activity, and fitness - Having a PE teacher at school helps our students to relax and be physically active. This helped in return in their other subjects by keeping their focus well.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In all areas in these goals, MSA-3 did not have any substantive difference between budgeted expenditure and estimated actual expenditure.

An explanation of how effective the specific actions were in making progress toward the goal.

College and career services were transition our students from secondary education to higher education.
Our elective offerings give students an option to show their skills in an area they want to excel their skills.
Field trips played a huge role this year for students to connect with the outside world. We have taken each grade level to a STEAM related field trips. Discovery Cube, Knots Physics Day, California Science Center to name a few.

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.

We will increase our funding for field trips as we have more extracurricular clubs and CIF teams.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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	2021-22: (As of 5/13/22) 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	2021-22: (As of 5/13/22) 3			2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 7	2021-22: (As of 5/13/22) 6			2023-24: 4
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 5	2021-22: (As of 5/13/22) 6			2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: 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%	2021-22: (As of 5/13/22) 14.7%			2023-24: 20%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 97.32%	2021-22: (P-2 ADA) 87.74%			2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 6.4%	2021-22: (As of 5/13/22) 38.9%			2023-24: 5.0%
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%	2021-22: (As of 5/13/22) 0%			2023-24: 0.0%

2022-23 Local Control Accountability Plan for Magnolia Science Academy-3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 3.6%	2020-21: 2.2%			2022-23: 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 96.4%	2020-21: (2021 Dashboard) 95.7%			2022-23: (2023 Dashboard) 100.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 5/13/22) 1.2%			2023-24: 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 5/13/22) 0.23%			2023-24: 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 83.1% Families: 87.1% Staff: 100.0%	2021-22: Students: 84.9% Families: 37.3% Staff: 97.5%			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%	2021-22: Students: 64% Families: 96% Staff: 80%			2023-24: Students: 70% Families: 95% Staff: 87%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 78%	2021-22: (Spring 2021 to Fall 2021) 81%			2023-24: (Spring 2023 to Fall 2023) 85%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	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. Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees. The following expenditures will be funded by federal Title funds: N/A		Yes
4.2	Building partnerships with families for student outcomes	Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off. Charter School will provide parents with access to course 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	$212,460.00	Yes

Action #	Title	Description	Total Funds	Contributing
		discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, Dean of Culture salary and benefits, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: • Stipends for home visits: Resource: Title I, Part A; Amount: $13,886 Parent Square, Resouce: Title1 Part B: Amount: $2,100		
4.3	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	$742,305.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: • Additional services for homeless students: Resource: Title I, Part A; Amount: $3,896		

Action #	Title	Description	Total Funds	Contributing
4.4	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. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: N/A	$1,600.00	Yes
4.5	Community outreach and partnerships	Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.	$140,085.00	Yes

2022-23 Local Control Accountability Plan for Magnolia Science Academy-3

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: 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.

4.5 Community Outreach and Partnership- MSA-3 increased its outreach efforts with participating in enrollment events at the local level.
WASC visit allows our school to be checked in many areas like Curriculum, Assessment, Instruction, Culture. This allows us to get valuable feedback from the knowledgeable staff from other schools.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

4.5 Community Outreach and Partnership- MSA-3 increased its outreach efforts with participating in enrollment events at the local level.
Due to enrollment decline, we increased our efforts to advertise more .

An explanation of how effective the specific actions were in making progress toward the goal.

4.5 Community Outreach and Partnership- Compared to last year, we are having more parents are interested in our school. We have had 75 new applications. 42 of them completed all the processes and ready to start next school year.
Annual stakeholder (educational partner) survey provides us valuable insights about how parents, students and staff perceive the school and opportunities we offer.

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.

4.5 Community Outreach and Partnership-   MSA-3 admin increased the budget for Community Outreach and Partnership as this item stands out to be important to attract new students.
Next year, we will allocate a little more funding to homevisits, Saturday schools to reach out the students who need support for academic and SEL.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$1,191,044	$130,839.46

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
29.62%	0.00%	$0.00	29.62%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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 slow-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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the 2021-22 Academic year, MSA-3 will be spending the concentration add-on grants funds for the following two items.

Retention- We will use the grant to retain our staff. It has been extremely challenging to retain our staff due to the challenging conditions of teaching. Our school, MSA-3 have four open positions, and it has been a challenge to fill those positions up. In addition, our current staff are signaling the challenges current teaching conditions in terms of compensation, cost of living. Losing additional staff members will put us in a much more challenging situation to operate effectively. Retaining current staff is a priority to get the MSA-3 culture continue.

Some portion of additional fund will be used to cover the salary and benefits of Assistant Principal. Due to Covid, MSA-3 administration faced a challenge to handle the operational tasks. Thus, leadership org chart and responsibilities have been adjusted to re-delegate the tasks. One of the Deans will take the Assistant Principal role to have better relations with our parents and reach out to prospective parents.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,445,309.00	$1,447,453.00	$31,790.00	$1,428,234.00	$7,352,786.00	$4,945,174.00	$2,407,612.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Teacher assignments and credentials	All	$24,500.00				$24,500.00
1	1.2	Instructional materials and technology	All	$348,121.00	$48,000.00		$24,409.00	$420,530.00
1	1.3	Clean and safe facilities that support learning	All	$448,811.00			$83,831.00	$532,642.00
1	1.4	Healthy and nutritious meals	Low Income Low Income	$12,000.00				$12,000.00
1	1.5	Well-orchestrated Home Office support services	All	$890,169.00	$14,040.00		$14,742.00	$918,951.00
2	2.1	Broad course of study and standards-based curriculum	All	$1,565,428.00	$40,833.00		$203,365.00	$1,809,626.00
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	$3,020.00	$20,246.00		$17,755.00	$41,021.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	$343,832.00	$104,633.00		$211,043.00	$659,508.00
2	2.4	Designated and integrated ELD programs	English Learners	$114,118.00	$82,383.00			$196,501.00
2	2.5	Support for students with disabilities	Students with Disabilities		$796,651.00		$33,026.00	$829,677.00
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	$123,894.00			$5,946.00	$129,840.00

2022-23 Local Control Accountability Plan for Magnolia Science Academy-3

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.2	STEAM and GATE programs	English Learners Foster Youth Low Income					
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	$98,787.00				$98,787.00
3	3.4	Physical education, activity, and fitness	Low Income	$100,342.00		$31,790.00	$47,056.00	$179,188.00
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	$155,296.00	$140,667.00		$107,602.00	$403,565.00
4	4.1	Seeking family input for decision making	English Learners Foster Youth Low Income					
4	4.2	Building partnerships with families for student outcomes	English Learners Foster Youth Low Income	$22,491.00			$189,969.00	$212,460.00
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	$152,900.00	$99,915.00		$489,490.00	$742,305.00
4	4.4	Annual stakeholder surveys	English Learners Foster Youth Low Income	$1,600.00				$1,600.00
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	$40,000.00	$100,085.00			$140,085.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$4,020,529	$1,191,044	29.62%	0.00%	29.62%	$1,168,280.00	0.00%	29.06 %	**Total:**	$1,168,280.00
								LEA-wide Total:	$1,168,280.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	$12,000.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,020.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$343,832.00	
2	2.4	Designated and integrated ELD programs	Yes	LEA-wide	English Learners	All Schools	$114,118.00	
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$123,894.00	
3	3.2	STEAM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth	All Schools	$98,787.00	

2022-23 Local Control Accountability Plan for Magnolia Science Academy-3

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	$100,342.00	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$155,296.00	
4	4.1	Seeking family input for decision making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.2	Building partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,491.00	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$152,900.00	
4	4.4	Annual stakeholder surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,600.00	
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,614,427.00	$6,870,680.94

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher assignments and credentials	No	$27,500.00	$204,500.00
1	1.2	Instructional materials and technology	No	$416,376.00	$441,751.29
1	1.3	Clean and safe facilities that support learning	No	$438,484.00	$644,895.46
1	1.4	Healthy and nutritious meals	No Yes	$12,000.00	$8,500.00
1	1.5	Well-orchestrated Home Office support services	No	$958,005.00	$914,708.27
2	2.1	Broad course of study and standards-based curriculum	No	$1,765,989.00	$1,717,231.01
2	2.2	Professional development for high-quality instruction	Yes	$63,520.00	$41,022.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	$665,799.00	$725,520.37
2	2.4	Designated and integrated ELD programs	Yes	$195,314.00	$169,974.84

2022-23 Local Control Accountability Plan for Magnolia Science Academy-3

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Support for students with disabilities	No	$708,904.00	$694,998.04
3	3.1	College/Career readiness programs and activities	Yes	$128,892.00	$118,441.10
3	3.2	STEAM and GATE programs	Yes		
3	3.3	Digital literacy and citizenship programs	Yes	$91,185.00	$68,528.37
3	3.4	Physical education, activity, and fitness	Yes	$96,055.00	$101,117.98
3	3.5	Additional programs and activities that support well-rounded education	Yes	$337,021.00	$377,337.68
4	4.1	Seeking family input for decision making	Yes		
4	4.2	Building partnerships with families for student outcomes	Yes	$183,628.00	$145,988.92
4	4.3	MTSS - PBIS and SEL support	Yes	$509,155.00	$464,565.61
4	4.4	Annual stakeholder surveys	Yes	$1,600.00	$1,600.00
4	4.5	Community outreach and partnerships	Yes	$15,000.00	$30,000.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$960,472.00	$1,143,602.00	$2,252,596.87	($1,108,994.87)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	$12,000.00	$8,500.00		
2	2.2	Professional development for high-quality instruction	Yes	$16,267.00	$41,022.00		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	$313,434.00	$725,520.37		
2	2.4	Designated and integrated ELD programs	Yes	$105,687.00	$169,974.84		
3	3.1	College/Career readiness programs and activities	Yes	$112,957.00	$118,441.10		
3	3.2	STEAM and GATE programs	Yes				
3	3.3	Digital literacy and citizenship programs	Yes	$91,185.00	$68,528.37		
3	3.4	Physical education, activity, and fitness	Yes	$96,055.00	$101,117.98		
3	3.5	Additional programs and activities that support well-rounded education	Yes	$120,051.00	$377,337.68		
4	4.1	Seeking family input for decision making	Yes				
4	4.2	Building partnerships with families for student outcomes	Yes	$109,503.00	$145,988.92		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	MTSS - PBIS and SEL support	Yes	$149,863.00	$464,565.61		
4	4.4	Annual stakeholder surveys	Yes	$1,600.00	$1,600.00		
4	4.5	Community outreach and partnerships	Yes	$15,000.00	$30,000.00		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$3,342,979	$960,472.00	0.00%	28.73%	$2,252,596.87	0.00%	67.38%	$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners 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* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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

2022-23 Local Control Accountability Plan for Magnolia Science Academy-3

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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

2022-23 Local Control Accountability Plan for Magnolia Science Academy-3

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.

- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **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.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

  - This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table
Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-4
CDS Code: 19-64733-0117622
School Year: 2022-23
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 2022-23 School Year

Projected Revenue by Fund Source

All federal funds, $138,060 6%
All local funds, $95,744 , 4%
All other state funds, $575,743 , 23%
Total LCFF funds $1,669,325 67 %

LCFF supplemental & concentration grants, $453,050 , 18%
All Other LCFF funds, $1,216,275 , 49%
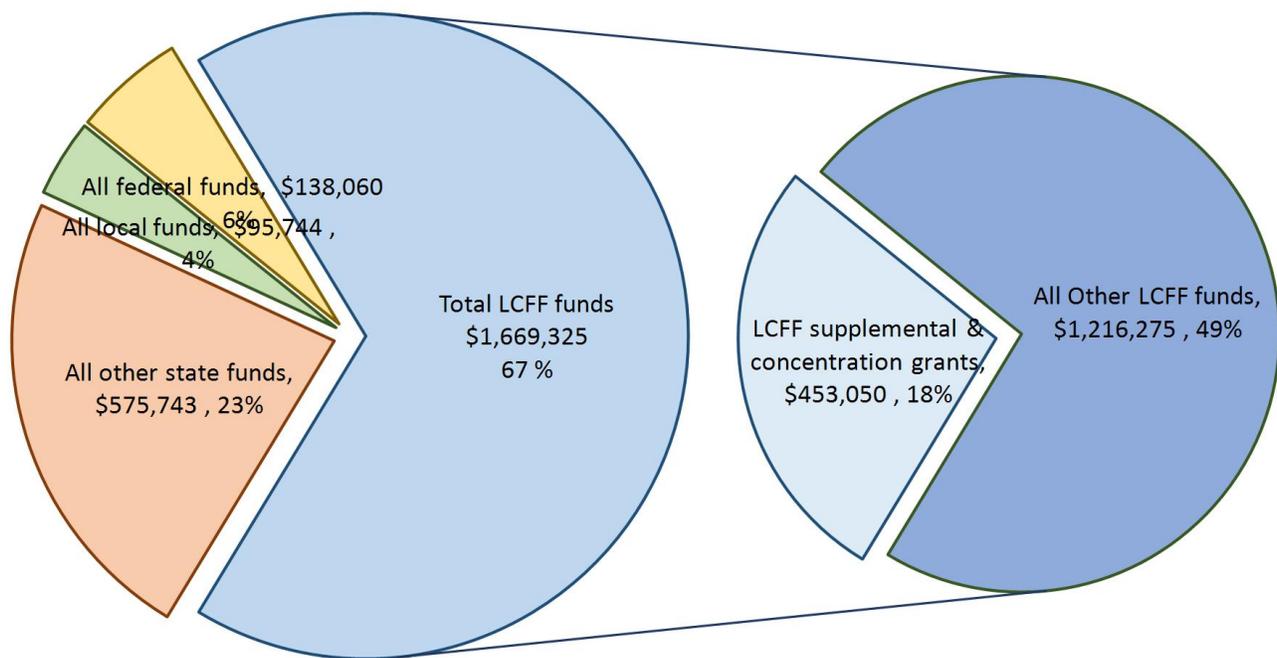
This chart shows the total general purpose revenue Magnolia Science Academy-4 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy-4 is $2,478,872, of which $1669325 is Local Control Funding Formula (LCFF), $575743 is other state

funds, $95744 is local funds, and $138060 is federal funds. Of the $1669325 in LCFF Funds, $453050 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.

Budgeted Expenditures in the LCAP
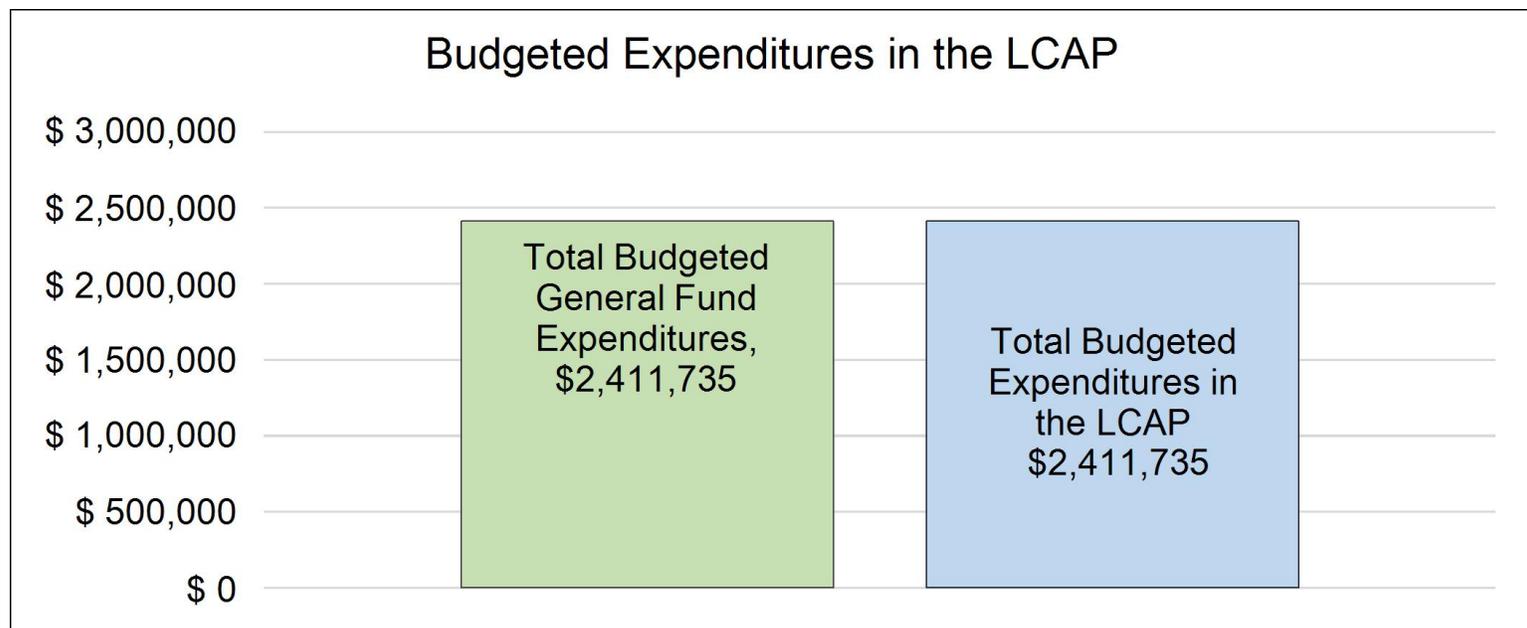
This chart provides a quick summary of how much Magnolia Science Academy-4 plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy-4 plans to spend $2,411,735 for the 2022-23 school year. Of that amount, $2,411,735 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:

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Magnolia Science Academy-4 is projecting it will receive $453050 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 $405,063 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 2021-22

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$452,499
☐ Actual Expenditures for High Needs Students in LCAP	$845,273

$ 0 $ 200,000 $ 400,000 $ 600,000 $ 800,000 $ 1,000,000
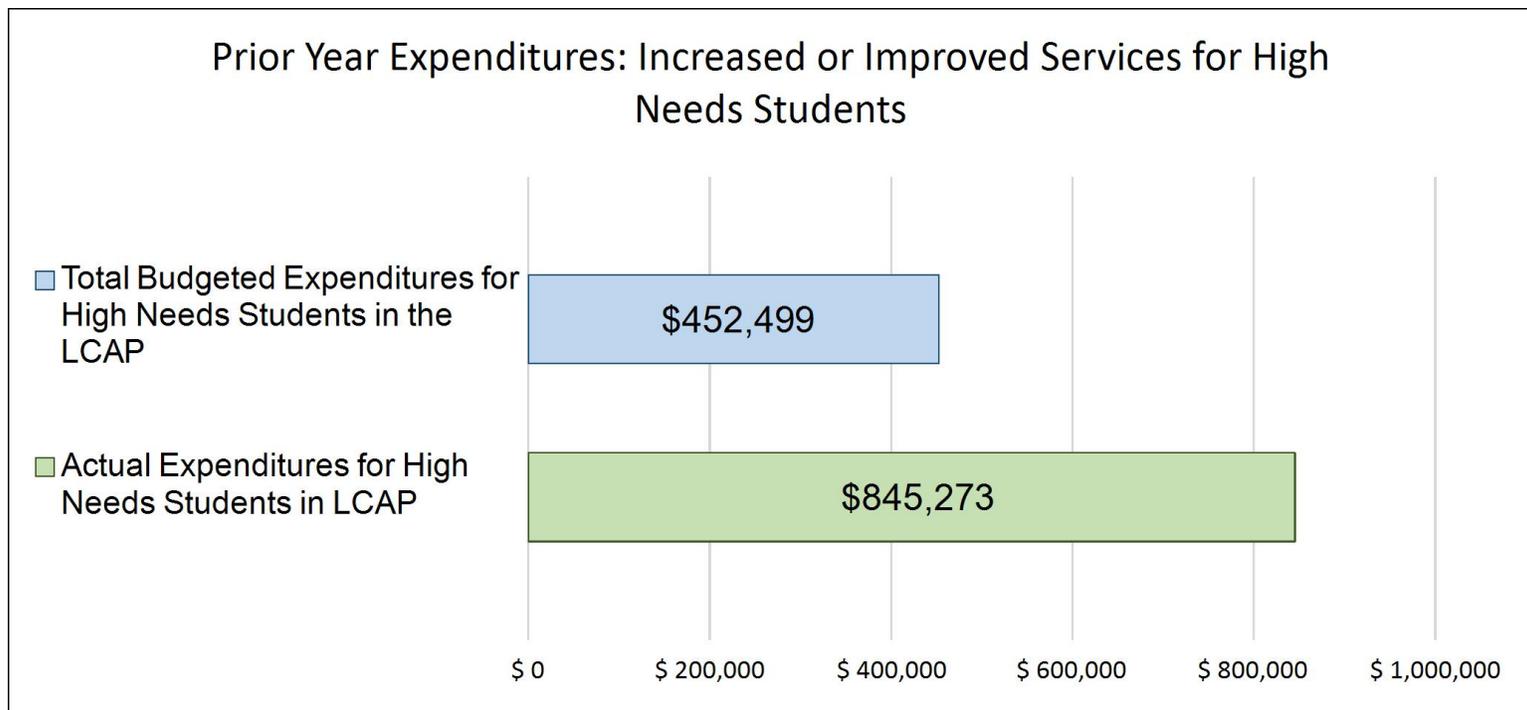
This chart compares what Magnolia Science Academy-4 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy-4 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Magnolia Science Academy-4's LCAP budgeted $$452,498.92 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-4 actually spent $$845,273.21 for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-4	Musa Avsar Principal	mavsar@magnoliapublicschools.org 310-473-6424

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

MSA-4 has noted the engagement of all educational partners in the 2021-2022 LCAP, which took place throughout the 2020-21 school year. Additionally, we had the opportunity to expand our community engagement efforts in several ways during the 2021-2022 school year. MSA-4 has received feedback from the faculty and other educational partners for the ESSER III, ELOG, Educator Effectiveness Block Grant, A-G Completion Improvement Grant (in the upcoming weeks), and Expanded Learning Opportunities Program (in the upcoming weeks) during the 2021-22 school year. MSA-4 regularly meets and receives feedback from the educational partners during the following meetings:

- School Site Council (SSC) Meetings (SSC)
- Parent Task Force (PTF) Meetings
- English Learner Advisory Committee (ELAC) Meetings
- Admin Meetings
- Weekly Faculty Meetings
- Leadership Meetings

MSA-4 will continue to communicate with all educational partners and seek feedback regarding additional funds related to MSA-4's LCAP goals.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

To keep high-quality education at Magnolia Science Academy 4, we plan on using our concentration grant add-on to help with retention bonuses at the end of the school year. This year and the past year, there has been a shortage of teachers, and we would like our teachers to stay with our school for as long as possible. They have been doing an excellent job ensuring that our students are well taken care of and getting them ready for the upcoming school year's curriculum.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Stakeholder collaboration has been a top priority for Magnolia Science Academy-4. We host regular meetings with educational partners to ensure voices are heard and incorporated in the development of our schoolwide action plan/LCAP. In an effort to engage all educational partners in the review of the student data and the development of the school-wide action plan, collaborative meetings have taken place regularly to involve stakeholders in the development of the schoolwide action plan/LCAP, and those meetings include but are not limited to Town Hall meetings, Parent Task Force meetings, School Site Council meetings, Department meetings, Grade Level Meetings, and Coffee with the Principal meetings.

MSA-4 has provided many community engagement opportunities during the 2020-2021 school year to gather feedback to inform the development of the Expanded Learning Opportunities Grant Plan (ELOG) and the Local Control Accountability Plan (LCAP). The feedback that we received for the ELOG and LCAP is used in the development of this ESSER III expenditure plan. In addition, we received feedback from MSA-4 staff (which includes administrators, teachers, resource specialists, office personnel, and paraprofessionals) during our regular weekly staff meeting (on 10/13/2021) and we received feedback from staff, parents, and community members during our School Site Council and Annual Title 1 meeting (on October 20). The draft of the plan was presented to our parents in the monthly Parent Task Force (PTF) meeting and parents were asked to provide feedback pertaining to the use of ESSER III funds. We also received feedback from our students via annual surveys that show the challenges, needs, and successes of the school from the lens of our students. Additionally, the families that speak languages other than English also attended all of our meetings. For those parents, we provided translation services. Also, we have had meetings held for English-speaking and Spanish only speaking parents so that the information related to school issues was provided to those parents in their language.

All administrators: principals, deans of academics, deans of students, and college counselors met regularly in the home office to ensure that the funds for this plan are well utilized, sourced, and spent. Additionally, the paraprofessionals, teacher aides, outside duty supervisors, custodial staff, afterschool supervisors, and all other educators were involved in the preparation of this plan to make sure it will address the needs of our students. In terms of special education administrators, The Director of Special Education and Support Services for the MPS has

been involved in the planning phase of MSA-4's ESSER III plan. The tribes and civil rights organizations including disability rights organizations are not represented in MSA-4's community. Finally, the school held School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings where Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth (N/A), migratory students(N/A), children who are incarcerated (N/A), and other underserved students. Also, at the home office level, the feedback from the Director of Special Education and Support Services, Director of Student Services, and all other department heads who work closely with the students at the MSA-4 campus were welcomed and honored. In order to address the public at large, we have had our ESSER III plan presented during a regular MPS Governing board meeting for public comment, as well.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Esser III funds:

Successes:
1. We offer summer school in July 2021 to mitigate the learning loss. MSA-4 teachers provided academic enrichment and credit recovery courses.
2. MSA-4 extended the school year
3. MSA-4 extended the school year by five days and used the funds to cover the additional salary and benefits of the faculty.
4. We used the funds to expand staffing to meet the needs of our students. We used the funds to cover the salaries of two certificated staff and one classified staff.

Challenges
1. Not many students attended the entire summer school sessions.
2. Starting the school year earlier caused MSA-4 to have shorter summer in-service time for professional development.
3. It took longer to fill some of the vacant positions.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

MSA-4's current year-to-date funding (2/2/2022) for In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan:

In-Person Instruction and Continuity of Services Plan

1.Certificated Salaries: $2,819
2.Employee Benefits: $517

Total Expense: $3,336

ESSER III

1. Certificated Salaries: $54,900
2. Classified Salaries: $35,246
3. Employee Benefits: $20,572

Total Expense: $110,718

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs

to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff*

who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent."

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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 [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Magnolia Science Academy 4 (MSA-4) is a STEAM-focused state-authorized charter school in Los Angeles, CA, serving students in grades 9-12. MPS opened Magnolia Science Academy 4 (MSA-4) in the fall of 2008. MSA-4 operates as a site based school that is designed to meet the needs of the students within the boundaries of Los Angeles Unified School District (LAUSD), the school has achieved an increasing trend of academic success and demonstrated organizational and financial stability. The Board of MPS consistently strives to ensure that MSA-4 offers a successful educational model with fidelity.

Magnolia Public Schools (MPS) formerly known as the Magnolia Educational & Research Foundation, is a non-profit organization established in 1997. The founders, a group of active community members and educators in Southern California, aspired to improve educational opportunities in underserved communities. The vision of the Foundation was to inspire students to pursue career paths in science, mathematics, and technology.

In 1998, MPS began organizing volunteer tutors for middle and high schools in math, science, and technology through their partnerships with local universities in Southern California. In 1999, it organized and implemented a joint program with the Culver City Unified School District to provide tutoring for students throughout the city and later expanded the program to include the San Fernando Valley. These programs resulted in a collaborative effort with school districts to develop partnerships to support educational initiatives. In the fall of 2002, MPS established its first charter school, Magnolia Science Academy -1 Reseda (MSA 1) in the San Fernando Valley. Since then, MPS has established or acquired eleven successful charter schools throughout California that provide innovative and high-quality STEAM education, predominately serving low-income neighborhoods.

MSA-4 strives to provide its students with a rigorous, Common Core Standards-based educational program within a culture that embraces diversity and innovation. Classroom instruction at MSA-4 is supplemented by tutoring, peer mentoring, after-school programs, and school-to-university connections. Most recently, our school joined the California Interscholastic Federation (CIF), providing students the opportunity to

be involved with sports to maintain a healthy balance between academics and physical health. MSA-4 has created a supportive and caring environment with small classes with a strong student, parent, and teacher communication, improving students' knowledge and skills in core subjects. This approach aims at increasing students' objective and critical thinking skills and their chances of success in higher education settings and beyond. The school provides students with a comprehensive educational program that cultivates multiple opportunities for students to develop into successful contributing members of society and, therefore, fulfills the intent of the California Charter Schools Act.

Our Mission
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.

Our Vision
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.

Our Goals
Our objective through 2027 is to increase student's opportunities and potential for success. It is directly tied to MSA-4's academic, and professional development with teachers and strives to empower our students with choice and voice.

By 2027 Magnolia Science Academy-4's graduates will be productive, innovative, and responsible individuals who pursue their passions and educational opportunities and are poised to be change agents within their communities.

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 90% or above rate for the last four 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 Edgenuity. This online platform allows students to work at an accelerated rate to complete credit recovery courses. Our students know that we will support them in what they need. For the last three years, a high rate of each graduating class from Magnolia Science Academy - 4 has met the UC/CSU A-G requirements. Our UC/CSU completion rate has been higher than both LAUSD and state average in the past three years. MSA-4 has made it its mission that every graduate be prepared for and

able to go to their college of choice. Because of this mission, our high school graduation requirements are all aligned with the UC/CSU A-G courses, so each student has the opportunity to attend a four-year university.

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 three years.

MSA-4 has maintained a high college acceptance rate when compared to State and District average. Our college acceptance rate fluctuates, but at least 50% of our students get accepted to 4-year colleges. Our college acceptance rate for 2-year or 4-year colleges has been over 80% each year in the past three years, and 81% of our students got accepted to 4-year colleges at the end of the 2022 school year.

Our faculty and staff have been working diligently over the past three years to increase student achievement and prepare students for the Smarter Balanced end-of-year assessments. One of our goals is to attend to the needs of our numerically significant subgroups: our Hispanic or Latino population, English Learners, and our socioeconomically disadvantaged students. In working towards these goals under the demands of the Every Student Successes Act and our global pandemic, we only have SBAC results that reflect the 2019 and 2021 data.

During the 2020-2021 school year, only 11th-grade students took the CAASPP test. Based on 2021 CAASPP Math data, 12% of MSA-4 students in 11th grade met or exceeded standards. In ELA, 44% of our students either met or exceeded state standards.

Based on our dashboard and CAASPP test result data in English Language Arts and Math, we see great improvement in ELA results. The proficiency rate improved from 27% to 46%. This demonstrates that the system in place is working, and we will continue implementing these strategies moving forward and make adjustments as needed to address any changes. Although the Math score improved from 2019, all student groups struggled with Math, reaching a 12% proficiency rate. We have identified some strategies and will continue to improve our current instructional strategies to ensure student success. We address these specific needs during Study Hour, daily class instruction, after-school tutoring, and Saturday school.

Over the past three years, our faculty and staff have worked to implement a benchmark assessment system that formatively monitors student achievement throughout a given school year through the use of the MAP Benchmark Assessments (NWEA) in mathematics and reading. Students in grades 9 through 11 are assessed twice per year: Fall (for baseline data), and Spring, with particular attention being focused on Fall to Spring growth. Teachers, aides, and support providers use the formative data from these assessments to monitor student growth and inform instruction in reading and mathematics.
According to MAP data over the past three years, all tested grade levels showed growth from Fall to Spring in reading and mathematics, according to average RIT scores. This increase in average RIT scores indicates that our students are showing growth; however, we would like to see them show higher levels of growth in both subject areas from Fall to Spring. We continue to work toward preparing our students with the strategies, skills, and tools necessary to be successful at taking these types of computer-based assessments so that the student's true abilities and areas of need are reflected in the test results.

Over the past three years, our ELD Coordinator and teachers have administered the Initial and Annual ELPAC assessments to determine a student's English Language Status or Proficiency level. We improved English Learner progress from 28% (2018) to 47% (2022). This shows that we are on track to close the achievement gap for our EL students.

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 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 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 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 three years. Students are assigned to enrichment classes, after-school tutoring, and Saturday school to support students in these areas. The expectation is that students are provided targeted interventions. Each student's progress is monitored, and students may transfer to another elective once they have made adequate gains toward proficiency.

Based on our dashboard data in English Language Arts and Math, our socioeconomically disadvantaged, students with disabilities, and Hispanic populations are our greatest need. This has become our targeted intervention specifically for students in all grade levels. Intervention groups were formed at the beginning of the year using our internal MAP Growth data. These groups receive support during study hour classes, after school, and Saturday school in small instructional groups based on their needs. These intervention groups are revisited quarterly, and changes are made depending on student progress.

The passing rate for these ELLs depends on a couple of factors. Our ELL students come from varied backgrounds and often encounter multiple challenges in the classroom. While some are new to the country, others have not had effective second language literacy instruction;

therefore, they have not had the opportunity to master content in English. Many of our ELL students are also Students with Specific Learning Disabilities. With all the factors that play a role in the reclassification process for these ELLs, we do our best to provide all the necessary support to all of our students to help them effectively progress in mastering the English language. Although it is not required, we offer a daily designated EL class for our high school students.

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 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 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 how best to support our students in our efforts to close the performance gap.

We will continue utilizing NWEA MAP testing to assess for learning loss and recovery regularly. MSA-4 will utilize MAP testing at least twice per year (Fall and Spring), in addition to Winter assessment, to have multiple data points to monitor students' learning loss and recovery. Furthermore, we will continue to administer the Math and ELA Smarter Balanced Interim Assessment Blocks (IAB) according to the testing schedule organized by the Home Office Academic Team. Per the needs in various grade levels, MSA-4 may also administer an Interim Comprehensive Assessment (ICA) during the year.

Progress In MAP:

Math MAP Fall 2021 to Spring 2022: results show 76% of students met their growth target.
ELA MAP MAP Fall 2021 to Spring 2022: results show that 67% of students met their growth target.

EL Student Progress: 100% of students met their growth target in MAP Math results, and 100% met their growth target in MAP ELA (reading) results.

Socioeconomically Disadvantaged Student Progress: 74% of students met their growth target in MAP Math results, and 65% met their growth target in MAP ELA (reading) results.

Students with Disabilities: 84% met their growth target in MAP Math results, and 64% met their growth target in MAP ELA (reading) results.

Hispanic Student Progress: 76% of students met their growth target in MAP Math results, and 66% met their growth target in MAP ELA (reading) results.

MSA-4 continues using NWEA Measures of Academic Progress (MAP) as one of its internal assessment tools. MSA-4 gives MAP Growth assessments to students in Fall and Spring in both Mathematics and Reading. All students in grades 10th through 11th grade take the MAP growth test.
MAP data shows insight into the growth of all students, both low and high achievers. We use the NWEA norms study tools to measure students' learning progress in a given school year. NWEA MAP norms study is representative of our school across the nation. NWEA norms enable us to compare student achievement in a single term and across terms. The data compare our students' achievements in the past three years. Our goal is to demonstrate high-performance levels of student achievement and growth in student achievement as measured by the NWEA assessment. By examining achievement and growth, we gain the most complete picture of how well our students learn. Analyzing the anchor data of these state tests help us understand areas of relative strength and weakness in our curriculum and instruction. The MAP data provide information for educators to consider when making improvements in curriculum and instruction to increase student learning. Although our students show some growth in Math in MAP results, we need to continue with our strategies to increase our student's growth to reach desired progress. We will revisit our action plan to ensure we reach our growth target.

Reading Comprehension has been the main focus for MSA-4 in the past three years. We have been utilizing our Advisory classes for students to read and improve their reading comprehension. We have begun to see results. Our average Lexile growth has been more than 150 Lexile points in the past two years, which directly correlates with standardized test results.

MSA-4 provides a college preparatory educational program emphasizing science, technology, engineering, arts, and math in a safe environment that cultivates respect for self and others. Through Honors courses, AP courses, and dual enrollment courses, students who demonstrate high achievement, interest, and/or ability are provided the opportunity for a rigorous learning environment. As we encourage our students to have an accredited college/university/post-secondary institution ("college") course-taking experience as early as possible, we also need to ensure it is a successful one and that it complements the rigorous course of studies offered at MSA-4.

We are aligning all Social Emotional Learning (SEL) instruction and launching our focus on teaching students about emotional control and

self-regulation through The Zones of Regulation (ZoR) curriculum. MSA-4 designed an implementation plan including who will facilitate lessons/activities with students, during what time of day, and what frequency of lessons. MSA-4 chose to lead lessons daily during Advisory. All families were informed of our new curriculum implementation using Parent Square's parent/stakeholder notification system. The initial reception has been positive as families agree that helping to build students' self-awareness skills is critical for academic and social success. MSA-4's ZoR implementation team, led by our Assistant Principal, continues to monitor the progress of the implementation plan and the support needed for success. During the 2021-2022 school year, MSA-4 hired a Counselor that focuses on Socioemotional Learning to support students as they transition to in-person learning. The Counselor provides one-on-one counseling sessions to students identified by teachers and staff to ensure our students' well-being.

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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this 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 5 PTF meetings, 5 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 educational partners.

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 input from educational partners.

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	2021-22: 0			2023-24: 0
	2020-21: 0%	2021-22: 0%			2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2020-21: 0	2021-22: 0			
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 85.0%	2021-22: (Spring 2021 to Fall 2021) 71%			2023-24: (Spring 2023 to Fall 2023) 85.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 95.0%	2021-22: (As of 5/12/22) 96.2%			2023-24: 95.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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 documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus,	$10,300.00	No

Action #	Title	Description	Total Funds	Contributing
		livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: N/A		
1.2	Instructional materials and technology	Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and 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. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: N/A	$84,627.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Clean and safe facilities that support learning	Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor 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. Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A	$176,413.00	No
1.4	Healthy and nutritious meals	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	$8,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. Expenditures associated with this action include the following: student meals, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A		
1.5	Well-orchestrated Home Office support services	The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: N/A	$96,634.00	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.

MSA-4 has fully implemented all of the actions indicated in our action plans. All students and staff had access to a safe, secure, healthy, high-quality learning and working environment. Students received essential services fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities. There were some differences between the budgeted and actual expenditures as the school has received some one-time funds due to the COVID-19. MSA-4 has used these one-time funds to enhance its actions. For example, MSA-4 offered bonuses to our full-time staff to ensure they would return to the school for the next school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action1:
MSA-4 budgeted $10,300 and spent $91,300.00 for this goal. We spent $81,000.00 more than the budgeted amount. This is due to our full-time staff receiving retention bonuses that would help keep our retention numbers high for the next school year.

Goal 1 Action 2:
MSA-4 budgeted $72,093.00 and spent $90,627.26 for this goal. We spent $18,534.26 more than the budgeted amount. We purchased new Chromebooks and hotspots to ensure students can access the curriculum.

Goal 1 Action 3:
MSA-4 budgeted $116,984.00 and spent $272,864.60 for this goal. We spent $155,880.6 more than the budgeted amount. According to the California Code of Regulations, we paid the overallocation fee to LAUSD.

Goal 1 Action 4:
There is no substantial material between budgeted and estimated actual expenditures for this action.

Goal 1 Action 5:
MSA-4 budgeted $121,427.96 and spent $92,900.58 for this goal. We spent $28,527.38 less than the budgeted amount. MSA-4 paid fewer management fees as compared with the previous school years.

An explanation of how effective the specific actions were in making progress toward the goal.

MSA-4 has implemented all the actions/services described above to achieve our basic services for a high-quality learning environment 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 assess our technology needs to ensure staying up-to-date.

MSA-4 receives meal services from Better4You, and additionally, we had other basic services for our staff and students. MSA-4 has provided Chromebooks and hotspots to ensure students access the online curriculum at school and at their homes. MSA-4 has been strategic and specific in its 2021-22 school year goals. Coming back to in-person instruction was paramount to its continued success as a program. Keeping up with curricular changes, furnishing supplies and materials, updating technology, and providing services for identified students occurred daily. MSA-4 did not drift from this goal the entire year.

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.

There is no changes to planned goals, metrics and desired outcomes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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	2020-21: 100%	2021-22: (As of 5/13/22) 100%			2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Source: Local 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%	2021-22: (As of 5/13/22) 100%			2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 5/13/22) 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%	2021-22: (As of 5/13/22) 113%			2023-24: 100%
Percentage of students who have	2020-21: (First semester)	2020-21: (Second semester)			2023-24: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	79%	82%			
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 151.6	2021-22: (As of 5/13/22) 191.9			2023-24: 60.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: • All Students: 27.12% • Socioeconomically Disadvantaged: 27.08% • Students with Disabilities: 18.75% • African American: 36.36% • Hispanic: 23.41%	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.			2022-23: • All Students: 38.00% • Socioeconomically Disadvantaged: 33.00% • Students with Disabilities: 22.00% • African American: 40.00% • Hispanic: 30.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: • All Students: 56.52% • English Learners: N/A • Students with Disabilities: 37.50% • Hispanic: 47.06% • White: 100.00% IAB ELA Level 3 and 4 Projection (5/13/22): • All Students: 45.11%			
Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: (2019 Dashboard) • All Students: 57.2 points below standard • English Learners: 114.4 points below standard	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress			2022-23: (2023 Dashboard) • All Students: 50.0 points below standard • English Learners: 95.0 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	- 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	(MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: - All Students: 68.5% - English Learners: N/A - Students with Disabilities: 64.0% - Hispanic: 65.6% - White: N/A			- Socioeconomically Disadvantaged: 50.0 points below standard - Students with Disabilities: 80.0 points below standard - African American: 32.0 points below standard - Hispanic: 55.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2020-21: - All Students: 74.3% - Socioeconomically Disadvantaged: 75.0% - Students with Disabilities: 68.2%	Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: - All Students: 68.5% - English Learners: N/A			2023-24: - All Students: 75.0% - Socioeconomically Disadvantaged: 75.0% - Students with Disabilities: 75.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Hispanic: 79.3%	• Students with Disabilities: 64.0% • Hispanic: 65.6% • White: N/A			• Hispanic: 75.0%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: • All Students: 8.47% • Socioeconomically Disadvantaged: 10.41% • Students with Disabilities: 12.50% • African American: 9.09% • Hispanic: 8.51%	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:			2022-23: • All Students: 15.00% • Socioeconomically Disadvantaged: 17.00% • Students with Disabilities: 17.00% • African American: 15.00% • Hispanic: 15.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		- All Students: 39.13% - English Learners: N/A - Students with Disabilities: 0.00% - Hispanic: 35.29% - White: 100.00% IAB Math Level 3 and 4 Projection (5/13/22): - All Students: 38.53%			
Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: (2019 Dashboard) - All Students: 133.7 points below standard - English Learners: 170.1 points below standard - Socioeconomically Disadvantaged: 128.2points	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their			2022-23: (2023 Dashboard) - All Students: 110.0 points below standard - English Learners: 145.0 points below standard - Socioeconomically Disadvantaged: 110.0 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	below standard • Students with Disabilities: 184.8 points below standard • African American: 139.7 points below standard • Hispanic: 133.6 points below standard	growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: • All Students: 75.7% • English Learners: N/A • Students with Disabilities: 84.0% • Hispanic: 75.8% • White: N/A			• Students with Disabilities: 150.0 points below standard • African American: 110.0 points below standard • Hispanic: 110.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2020-21: • All Students: 73.5% • English Learners: 70.0% • Socioeconomically Disadvantaged: 74.2% • Students with Disabilities: 76.2%	Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: • All Students: 75.7% • English Learners: N/A • Students with Disabilities: 84.0%			2023-24: • All Students: 75.0% • English Learners: 75.0% • Socioeconomically Disadvantaged: 75.0% • Students with Disabilities: 75.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Hispanic: 71.4%	• Hispanic: 75.8% • White: N/A			• Hispanic: 75.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: (2019 Dashboard) 28.6%	2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. 2022 ELPAC Percentage of Students at Each Performance Level: • Level 4: 17.65% • Level 3: 47.05% • Level 3: 29.41% • Level 1: 5.88%			2022-23: (2023 Dashboard) 35.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 0.00%	2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.			2023-24: 17.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2022 ELPAC Percentage of Students Level 4: 17.65%			
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: • All Students: 5.00% • Socioeconomically Disadvantaged: 3.50% • Students with Disabilities: 0.00% • African American: 5.88% • Hispanic: 3.39%	CAST assessments were waived during the 2019-20 and 2020-21 school years.			2022-23: • All Students: 15.00% • Socioeconomically Disadvantaged: 15.00% • Students with Disabilities: 10.00% • African American: 15.00% • Hispanic: 15.00%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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	$711,887.00	No

Action #	Title	Description	Total Funds	Contributing
		supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: • Teacher stipends for after-school and Saturday School: Resource: Title I, Part A; Amount: $34,819		
2.2	Professional development for high-quality instruction	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.	$27,131.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees. The following expenditures will be funded by federal Title funds: • Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: $5,131		
2.3	MTSS - Academic enrichment, intervention, and student support	Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Assistant Principal 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, IXL, and myON.)	$220,902.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: • Teacher stipends for Study Hour: Resource: Title I, Part A; Amount: $7,075 • Admin stipends for Saturday school: Resource: Title I, Part A; Amount: $5,000 • NWEA MAP testing fees: Resource: Title I, Part A; Amount: $1,300 • Evidence-based supplemental intervention/enrichment program fees (for the programs listed in the expenditures description above): Resource: Title I, Part A; Amount: $12,930		
2.4	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		Yes

Action #	Title	Description	Total Funds	Contributing
		to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator stipend The following expenditures will be funded by federal Title funds:N/A		
2.5	Support for students with disabilities	Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.	$123,250.00	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.

While the impacts of COVID-19 during 2021-22 have had significant impacts on programs and services, staff were able to effectively implement these specific actions consistent with the plan. No substantive changes to actions/services for this year. Overall, the actual implementation of the actions within Goal 2 closely matched the plan.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1:
MSA-4 budgeted $713,303.34 and spent $663,130.93 for this goal. We spent $50,173.41 less than the budgeted amount. This difference is because the delay in filling some of the open positions caused my nationwide staffing shortage due to COVID-19.

Goal 2 Action 2:
There is no substantive difference between budgeted and actual expenditures for this action plan.

Goal 2 Action 3:
There is no substantive difference between budgeted and actual expenditures for this action plan.

Goal 2 Action 4:
There was no budgeted expenditures for this action as our ELA teacher carried the duties of the designated and integrated ELD programs.

Goal 2 Action 5:
MSA-4 budgeted $252,930.11 and spent $134,026.99 for this goal. We spent $118,903.12 less than the budgeted amount. MSA-4 hired fewer SPED teachers than anticipated when the LCAP plan was created.

An explanation of how effective the specific actions were in making progress toward the goal.

MSA-4 ensured all students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Majority of MSA-4 pursue academic excellence and be college/career ready. MSA-4 students continue to show better than the projected growth target for both ELA and Math determined by the NWEA MAP assessment. We expanded summer and Saturday school options for students to mitigate the learning loss due to the COVID-19. MSA-4 staff provided:

- Additional learning resources and tools.
- Intervention sections.
- Small group support to all of our students.

Over 70% of MSA-4 students show significant growth from Fall 2021 to Spring 2022 as measured by the NWEA MAP growth assessment. With this growth, MSA-4 students have ranked in the 99th percentile in all grade groups. Additionally, all sub-groups have performed similarly to the general education population. 47% of our EL students have shown progress based on California's EL Progress Indicator. MSA-4 continue offering professional development to its teachers to ensure they are up-to-date with the educational developments. Three MSA-4 teachers enrolled in an induction program and received ongoing professional development throughout the year. Additionally, With State Assessments having resumed and results forthcoming, the overall progress of the MSA-4 in key content areas will be available in the near future. The overall performance in these areas as well as the disaggregated performance of student groups will enable more current analysis and inform next steps. Implementing the actions in this goal furthered the MSA-4's efforts to ensure that all students are provided a standards-aligned program with rigorous learning experiences. MSA-4 effectively implemented MTSS discussed in Goal 2 action 3, which contributed students to excel and close the achievement gap.

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.

There is no changes to planned goals, metrics and desired outcomes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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%	2021 Dashboard CCI data is not available. 2021-22: (Projected as of 5/13/22) 57.7%			2022-23: (2023 Dashboard) 60.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-	2018-19: 33.33%	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21			2022-23: 40.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA/Literacy assessments (Source: CDE DataQuest)		school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: • Grade 11 Students: 56.52% IAB ELA Level 3 and 4 Projection (5/13/22): • Grade 11 Students: 68.29%			
Percentage of students in Grade 11 meeting or exceeding	2018-19: 9.52%	CAASPP-Mathematics assessments were			2022-23: 30.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)		waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments. Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: • Grade 11 Students: 39.13% IAB Math Level 3 and 4 Projection (5/13/22): • Grade 11 Students: 45.71%			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 40.0%	2020-21: 23.5%			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%	2020-21: 39.1%			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%	2021-22: (As of 5/13/22) 50.0%			2023-24: 50.0%
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 95.5%	2020-21: 100.0% 2021-22: (As of 5/13/22) 100.0%			2022-23: 95.0%
Percentage of cohort graduates earning a Seal of Biliteracy	2020-21: (As of 5/16/21) 31.8%	2021-22: (As of 5/13/22) 30.8%			2023-24: 30.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Source: CDE DataQuest)					
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 18.2%	2021-22: (As of 5/13/22) 26.9%			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%	2021-22: (As of 5/13/22) 46.2%			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%	2021-22: (As of 5/13/22) 92.0%			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%	2021-22: (As of 5/13/22) 81.0%			2023-24: 70.0%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 60.0%	Class of 2019 data is not available.			Class of 2021: 65.0%
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local	2020-21: (As of 4/16/21) 11%	2021-22: (As of 5/13/22) 12%			2023-24: 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Indicator Priority 7, SIS)					
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%	2021-22: (As of 5/13/22) 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%	2021-22: (As of 5/13/22) 100%			2023-24: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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	$123,126.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities. The following expenditures will be funded by federal Title funds: • College Counselor salary and benefits (partial): Resource: Title IV, Part A; Amount: $9,553		
3.2	STEAM and GATE programs	Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth,	$1.00	Yes

Action #	Title	Description	Total Funds	Contributing
		complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental science program fees. The following expenditures will be funded by federal Title funds: • Supplemental science program fees: Resource: Title IV, Part A; Amount: $4,000 • Science Teacher Salary and Benefits (Partial): Title IV, Part A; Amount: $2,000		
3.3	Digital literacy and citizenship programs	Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds:N/A	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Physical education, activity, and fitness	Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds:N/A	$93,280.00	Yes
3.5	Additional programs and activities that support well-rounded education	In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities,	$121,144.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

MSA-4 implemented all actions as planned. Although, we did not make speeding for Goal 3 Action 2, we were able to complete the actions as planned.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1:
MSA-4 budgeted $192,398.90 and spent $137,329.19 for this goal. We spent $55,069.71 less than the budgeted amount.

Goal 3 Action 2:
MSA-4 budgeted $6000 for this goal, but we did not spend the budgeted amount.

Goal 3 Action 3:
There is no substantive difference between budgeted and actual expenditures for this action plan.

Goal 3 Action 4:
There is no substantive difference between budgeted and actual expenditures for this action plan.

Goal 3 Action 5:
There is no substantive difference between budgeted and actual expenditures for this action plan.

An explanation of how effective the specific actions were in making progress toward the goal.

MSA-4 hired a new college counselor to support students and parents with college and career planning this school year. We offered summer school to provide opportunities for students to recover credits toward graduation and A-G completion. Our college counselor worked closely with the students and made four-year plans to keep students on track for graduation. Also, MSA-4 partnered with LA Valley college and offered courses that enable our students to be college and career ready based on California's college and career readiness indicator. As a result, 100% of our class of 2022 graduated, and 96% of the students completed the A-G requirements. 58% of our graduating class is ready based on current college-career readiness data. 81% of students got accepted to at least one four-year college, and 65% of the students took the offer they received from the four-year colleges. Also, MSA-4 continues offering sports during and after school to ensure all our students are involved in physical and fitness activities. We use Go Guardian to ensure our students are digitally safe while using school Chromebooks. We continue organizing college and educational field trips to open up our students' horizons and support the well-rounded education they receive at MSA-4.

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.

There is no changes to planned goals, metrics and desired outcomes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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	2021-22: (As of 5/13/22) 5			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	2021-22: (As of 5/13/22) 4			2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 4/16/21) 9	2021-22: (As of 5/13/22) 9			2023-24: 4
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 4/16/21) 25	2021-22: (As of 5/13/22) 20			2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: 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%	2021-22: (As of 5/13/22) 32.1%			2023-24: 25%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 95.62%	2021-22: (P-2 ADA) 78.81%			2023-24: 96.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 13.7%	2021-22: (As of 5/13/22) 50.9%			2023-24: 9.0%
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) N/A	2021-22: (As of 5/13/22) N/A			2023-24: N/A

2022-23 Local Control Accountability Plan for Magnolia Science Academy-4

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%	2020-21: 0.0%			2022-23: 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 85.0%	2020-21: (2021 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%	2021-22: (As of 5/13/22) 2.5%			2023-24: 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 5/13/22) 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%	2021-22: Students: 100.0% Families: 95.8% 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: 79% Families: 98% Staff: 92%	2021-22: Students: 74.0% Families: 98.0% Staff: 89.0%			2023-24: Students: 80% Families: 95% Staff: 90%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 83%	2021-22: (Spring 2021 to Fall 2021) 97.0%			2023-24: (Spring 2023 to Fall 2023) 85.0%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	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.

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

The following expenditures will be funded by federal Title funds:N/A | | Yes |
| **4.2** | 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 | $115,161.00 | Yes |

Action #	Title	Description	Total Funds	Contributing
		below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, Dean of Culture salary and benefits, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: • ParentSquare software fees: Resource: Title I, Part A: Amount: $600 • Home Visit Compensation: Resource: Title I, Part A: Amount: $4226		
4.3	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	$270,720.00	Yes

Action #	Title	Description	Total Funds	Contributing
		cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school 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. Expenditures associated with this action include the following: Assistant Principal salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: • Additional services for homeless students: Resource: Title I, Part A; Amount: $1,145		

Action #	Title	Description	Total Funds	Contributing
		• Salary and Benefits of Social Worker (Partial): Resource: Title I, Part A: Amount: $6,231		
4.4	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.

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

The following expenditures will be funded by federal Title funds:N/A | $500.00 | Yes |
| 4.5 | 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 | $218,659.00 | Yes |

Action #	Title	Description	Total Funds	Contributing
		researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal Title funds: N/A		

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.

MSA-4 implemented all actions as planned.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 2:
There is no substantive difference between budgeted and actual expenditures for this action plan.

Goal 4 Action 3:
MSA-4 budgeted $114,728.60 and spent $256,859.38 for this goal. We spent $142,131 more than the budgeted amount. We hired SEL Counselor, a PACE coordinator, and an additional paraprofessional by using the one-time funds during the 2021-22 school year.

Goal 4 Action 4:
There is no substantive difference between budgeted and actual expenditures for this action plan.

Goal 4 Action 5:
There is no substantive difference between budgeted and actual expenditures for this action plan.

An explanation of how effective the specific actions were in making progress toward the goal.

MSA-4 ensured that all students, families, staff, and other educational partners had access to meaningful engagement opportunities that helped cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Our annual survey proved that educational partners feel a sense of community and connectedness. MSA-4 has received a high approval rate in all educational partners survey categories.

MSA-4 held periodic meetings, including Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, and English Learner Advisory Committee (ELAC) meetings, to gather input from our families. Feedback from these meetings provides valuable information for the LCAP. MSA-4 also strengthened its trust and relationships with parents through activities, including Student/parent orientation, back-to-school night, and parent conferences to promote parental participation in programs. Our SEL counselor and school psychologist regularly met with the students and their parents and provided social-emotional support to address the unique needs of our students throughout the year.

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.

There is no changes to planned goals, metrics and desired outcomes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$453,050	$55,863.46

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.22%	0.00%	$0.00	38.22%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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

2022-23 Local Control Accountability Plan for Magnolia Science Academy-4

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 slow-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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

For the 2022-23 academic year, MSA-4 will keep those employees who were hired with those additional concentration grant add-on funds.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,208,278.00	$612,105.00	$4,790.00	$586,562.00	$2,411,735.00	$1,788,912.00	$622,823.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Teacher assignments and credentials	All	$10,300.00				$10,300.00
1	1.2	Instructional materials and technology	All	$82,627.00	$2,000.00			$84,627.00
1	1.3	Clean and safe facilities that support learning	All	$176,413.00				$176,413.00
1	1.4	Healthy and nutritious meals	Low Income	$8,000.00				$8,000.00
1	1.5	Well-orchestrated Home Office support services	All	$92,529.00			$4,105.00	$96,634.00
2	2.1	Broad course of study and standards-based curriculum	All	$441,346.00	$3,623.00		$266,918.00	$711,887.00
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	$2,000.00	$20,000.00		$5,131.00	$27,131.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	$133,882.00	$10,000.00		$77,020.00	$220,902.00
2	2.4	Designated and integrated ELD programs	English Learners					
2	2.5	Support for students with disabilities	Students with Disabilities		$102,343.00		$20,907.00	$123,250.00
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	$43,881.00	$64,792.00		$14,453.00	$123,126.00
3	3.2	STEAM and GATE programs	English Learners Foster Youth	$1.00				$1.00

2022-23 Local Control Accountability Plan for Magnolia Science Academy-4

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	$10,000.00				$10,000.00
3	3.4	Physical education, activity, and fitness	Low Income	$5,000.00		$4,790.00	$83,490.00	$93,280.00
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	$105,283.00	$15,861.00			$121,144.00
4	4.1	Seeking family input for decision making	English Learners Foster Youth Low Income					
4	4.2	Building partnerships with families for student outcomes	English Learners Foster Youth Low Income	$8,000.00			$107,161.00	$115,161.00
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	$76,016.00	$187,327.00		$7,377.00	$270,720.00
4	4.4	Annual stakeholder surveys	English Learners Foster Youth Low Income	$500.00				$500.00
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	$12,500.00	$206,159.00			$218,659.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$1,185,447	$453,050	38.22%	0.00%	38.22%	$405,063.00	0.00%	34.17 %	**Total:**	$405,063.00
								LEA-wide Total:	$405,063.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.4**	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	$8,000.00	
2	**2.2**	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
2	**2.3**	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$133,882.00	
2	**2.4**	Designated and integrated ELD programs	Yes	LEA-wide	English Learners	All Schools		
3	**3.1**	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$43,881.00	
3	**3.2**	STEAM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1.00	
3	**3.3**	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth	All Schools	$10,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	$5,000.00	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$105,283.00	
4	4.1	Seeking family input for decision making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.2	Building partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,000.00	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$76,016.00	
4	4.4	Annual stakeholder surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500.00	
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,500.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,155,533.33	$2,298,374.86

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher assignments and credentials	No	$10,300.00	$91,300.00
1	1.2	Instructional materials and technology	No	$72,093.00	$90,627.26
1	1.3	Clean and safe facilities that support learning	No	$116,984.00	$272,864.60
1	1.4	Healthy and nutritious meals	Yes	$6,000.00	$8,000.00
1	1.5	Well-orchestrated Home Office support services	No	$121,427.96	$92,900.58
2	2.1	Broad course of study and standards-based curriculum	No	$713,303.34	$663,130.93
2	2.2	Professional development for high-quality instruction	Yes	$28,000.00	$27,000.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	$204,908.70	$200,647.59
2	2.4	Designated and integrated ELD programs	Yes		
2	2.5	Support for students with disabilities	No	$252,930.11	$134,026.99

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	College/Career readiness programs and activities	Yes	$192,398.90	$137,329.19
3	3.2	STEAM and GATE programs	Yes	$6,000.00	
3	3.3	Digital literacy and citizenship programs	Yes	$3,500.00	$708.00
3	3.4	Physical education, activity, and fitness	Yes	$82,723.70	$79,864.57
3	3.5	Additional programs and activities that support well-rounded education	Yes	$112,484.05	$119,243.13
4	4.1	Seeking family input for decision making	Yes		
4	4.2	Building partnerships with families for student outcomes	Yes	$114,728.60	$110,872.64
4	4.3	MTSS - PBIS and SEL support	Yes	$104,750.97	$256,859.38
4	4.4	Annual stakeholder surveys	Yes	$500.00	$500.00
4	4.5	Community outreach and partnerships	Yes	$12,500.00	$12,500.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$359,491.00	$452,498.92	$845,273.21	($392,774.29)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	$6,000.00	$5,000.00		
2	2.2	Professional development for high-quality instruction	Yes	$22,869.00	$27,000.00		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	$145,697.70	$195,647.59		
2	2.4	Designated and integrated ELD programs	Yes				
3	3.1	College/Career readiness programs and activities	Yes	$46,888.10	$137,329.19		
3	3.2	STEAM and GATE programs	Yes				
3	3.3	Digital literacy and citizenship programs	Yes	$3,500.00	$708.00		
3	3.4	Physical education, activity, and fitness	Yes	$6,000.00	$79,864.57		
3	3.5	Additional programs and activities that support well-rounded education	Yes	$96,793.15	$115,743.13		
4	4.1	Seeking family input for decision making	Yes				
4	4.2	Building partnerships with families for student outcomes	Yes	$8,000.00	$15,121.35		

2022-23 Local Control Accountability Plan for Magnolia Science Academy-4

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	MTSS - PBIS and SEL support	Yes	$103,750.97	$255,859.38		
4	4.4	Annual stakeholder surveys	Yes	$500.00	$500.00		
4	4.5	Community outreach and partnerships	Yes	$12,500.00	$12,500.00		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$956,116.00	$359,491.00	0.00%	37.60%	$845,273.21	0.00%	88.41%	$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners 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* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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

2022-23 Local Control Accountability Plan for Magnolia Science Academy-4

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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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.

2022-23 Local Control Accountability Plan for Magnolia Science Academy-4

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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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:

2022-23 Local Control Accountability Plan for Magnolia Science Academy-4

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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

2022-23 Local Control Accountability Plan for Magnolia Science Academy-4

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  o **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), 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."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **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.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o   This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    o   This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table
Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    o   This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

    o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

    o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

    o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

    o This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

    o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table
- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

    o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

    o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

    o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

    o   This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-5
CDS Code: 19-10199-0137679
School Year: 2022-23
LEA contact information:
Ali Kaplan
Principal
akaplan@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 2022-23 School Year

Projected Revenue by Fund Source

All federal funds, $412,946
8%
All local funds, $29,714 , 1%
All other state funds, $1,312,397 , 26%
Total LCFF funds $3,370,837 66 %
LCFF supplemental & concentration grants, $932,177 , 18%
All Other LCFF funds, $2,438,660 , 47%
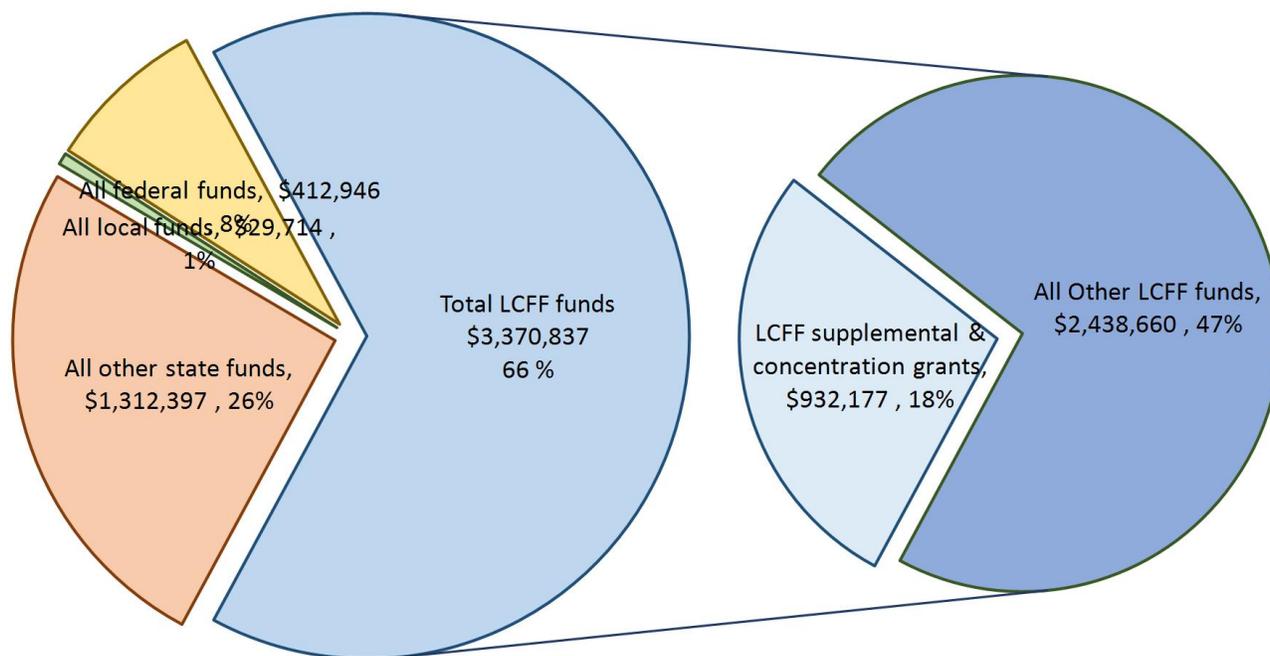
This chart shows the total general purpose revenue Magnolia Science Academy-5 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy-5 is $5,125,894, of which $3370837 is Local Control Funding Formula (LCFF), $1312397 is other state

funds, $29714 is local funds, and $412946 is federal funds. Of the $3370837 in LCFF Funds, $932177 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $4,221,983

Total Budgeted Expenditures in the LCAP $4,221,983
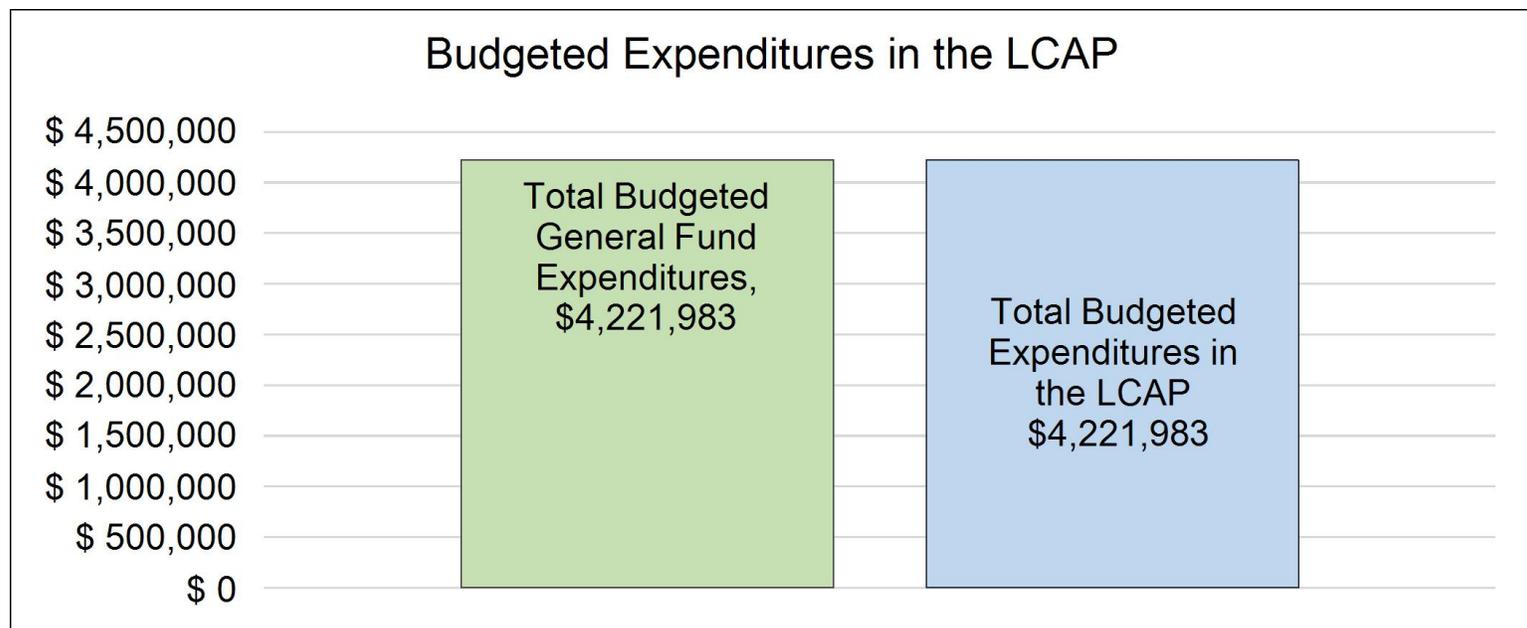
This chart provides a quick summary of how much Magnolia Science Academy-5 plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy-5 plans to spend $4,221,983 for the 2022-23 school year. Of that amount, $4,221,983 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:

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Magnolia Science Academy-5 is projecting it will receive $932177 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 $787,165 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 2021-22

Prior Year Expenditures: Increased or Improved Services for High Needs Students

□ Total Budgeted Expenditures for High Needs Students in the LCAP — **$994,032**

□ Actual Expenditures for High Needs Students in LCAP — **$1,135,778**

$ 0 $ 200,000 $ 400,000 $ 600,000 $ 800,000 $ 1,000,000 $ 1,200,000
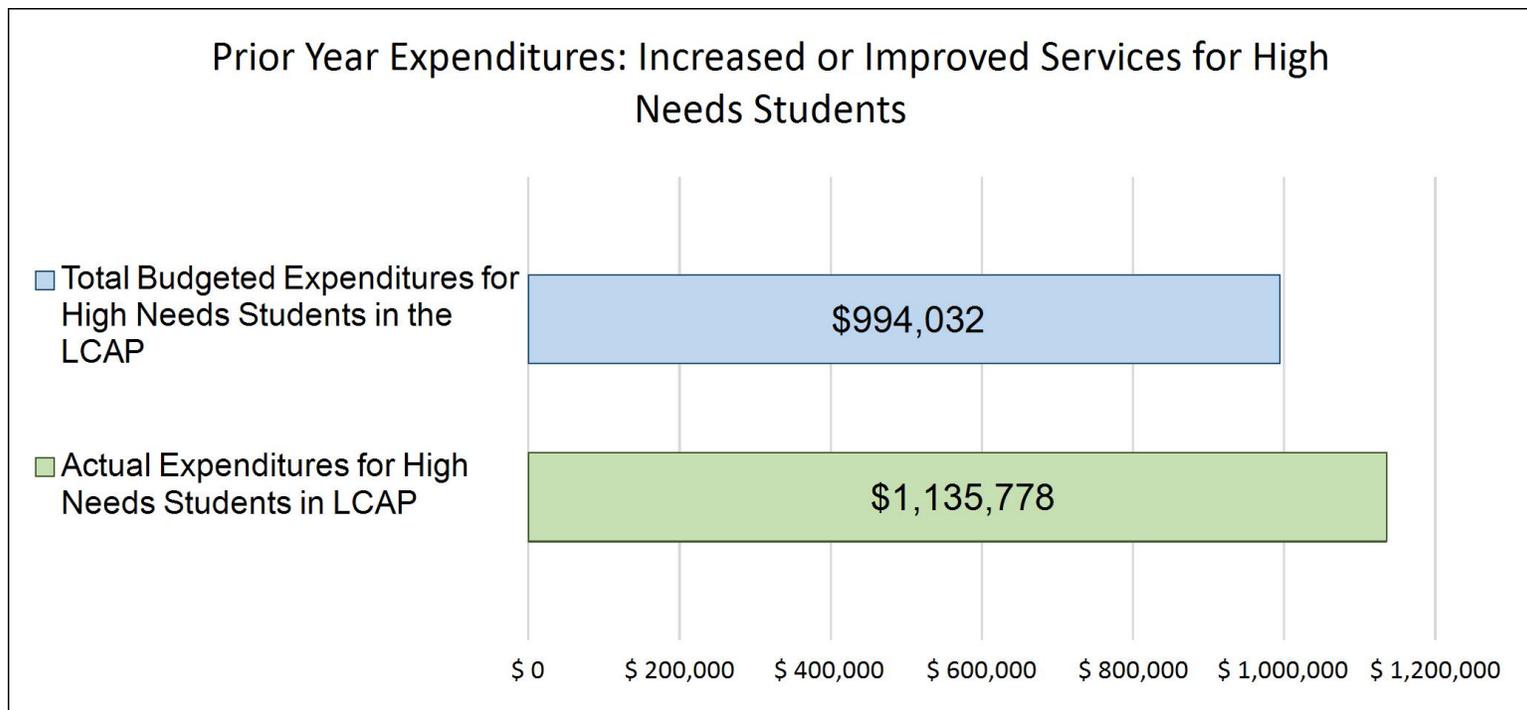
This chart compares what Magnolia Science Academy-5 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy-5 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Magnolia Science Academy-5's LCAP budgeted $$994,032.00 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-5 actually spent $$1,135,777.52 for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-5	Ali Kaplan Principal	akaplan@magnoliapublicschools.org 818-705-5676

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

As the allocation of funds became apparent, the school administration collaborated with the home office accountability and finance teams in order to learn allowable expenses, allocation, apportionment, assurances, reporting, application, and guidelines in June, July 2021. Then, MSA-5 team proposed an expenditure plan to staff during in-services on August 6th, 2021 and Wednesday faculty meetings in September. With staff feedback, the MSA-5 team revised the plan several times and discussed it with parents and other School Site Committee members on 9/24/2021 and 10/7/2021. In March 2022, there will be another round of information meeting with the teachers and parents to seek feedback and revise the plans.

MSA-5 engaged in meaningful consultation with specified educational partners that LEAs provided opportunity for public input and take such input into account in the use of funds from the Educator Effectiveness Block Grant.

Similar efforts to engage the educational partners will take place for the A-G Completion Improvement Grant and Expanded Learning Opportunities Program.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

MSA-5 has increased its services to students providing additional tutoring, more individual intervention opportunities, as well as informing and

engaging parents effectively with a newly hired community liaison. MSA-5 plans to provide a discretionary bonus of approximately totaling $120,000 to staff in order to retain them. Considering the subgroups, there will be an additional teacher aide(s) as an interventionist ($35,000) to hire as well.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The school administration introduced one-time funds at the community events such as ELAC, SSC and faculty meetings, and discussed what the expenditures could be in order to mitigate learning loss, re-open the school in-person learning and keep student and staff safe under the guidelines.

Magnolia Science Academy-5 values the community engagement. School-wide events, large-scale changes and budget related topics are discussed and reviewed at the in-person and virtual meetings. In addition, MSA-5 has hired a PACE coordinator in order to establish effective communication between the school, parents, and students. MSA-5 sends periodic newsletters and messages utilizing ParentSquare for announcements, upcoming meetings, and events. The PACE coordinator and school administration hold bi-weekly coffee with principal meetings in addition to School Site Committee meetings and weekly staff and admin meetings. The agenda, minutes are shared with the participants of those meetings and translation has been provided by the PACE coordinator. The Director of Special Education and Support Services and Director of Student Services provide feedback during the monthly Deans of Academics and Deans of Students/Discipline meetings at the home office. In addition, we received feedback from MSA5 staff during our regular staff meeting, and we received feedback from parents, students, and community members during School Site Council meeting. Additionally, the families that speak languages other than English also attended all of our meetings. For those parents, we provided translation services. Also, we have had meetings held for English speaking and Spanish only speaking parents so that the information related to school issues were provided to those parents in their language. All administrators: principals, deans of academics, dean of students, and college counselor met regularly to ensure that the funds for this plan are well utilized, sourced, and spent. Additionally, the paraprofessionals, teacher aides, outside duty supervisors, custodial staff, afterschool supervisors, and all other educators were involved in the preparation of this plan to make sure it will address the needs our our students. The tribes and civil right organizations are not represented in MSA5's community. Finally, the school held School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings where Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth (N/A), migratory students(N/A), children who are incarcerated (N/A), and other underserved students. We have had our ESSER III plan presented during a regular MPS Governing board meeting for public comment, as well as feedback from public at large.

The SSC (that includes student representatives), faculty (that includes teachers, administrators, pace coordinator, resource specialist, paraprofessionals, aides, and office personnel), admin, and Title I meetings are utilized to discuss and seek feedback for the school budget, where community collaborators review a variety of the funding that are received such as the ESSER III. The expenditure plan of ESSER III and its strategies in order to have continuous and safe In-Person Learning and mitigate learning loss are reviewed. To name a few of the input of parents, staff, and students; a great need for a parent liaison (PACE Coordinator), extending the school year, retaining staff due to

2022-23 Local Control Accountability Plan for Magnolia Science Academy-5

relocation, preventing layoffs, and more support for the English Learners and immigrant students. Also, at the home office level, the feedback from Director of Special Education and Support Services, Director of Student Services, and all other department heads who work closely with students at MSA1 campus were welcomed and honored. Additionally, the ESSER III plan was taken to the MPS Board meeting to welcome any feedback from the public at large; however, no feedback was provided.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The COVID-19 pandemic caused significant setbacks for California schools, one of the challenges to keep students safe and healthy taking preventive measures and complying with the health orders. There has been a significant of staff members and student are not able to report to work, which required additional services.

Successes are to test students and staff weekly and hire essential staff as well as additional employees to support students in order to close the learning gap and keep the school safe through effective communication.
MSA-5 plans to spend $15,000 on clean and safe facilities that support learning as purchasing Personal Protective Equipment (PPE), which is critical to ensuring safety for all in-person activities. The guidance provides strongly recommended practices to school staff on the use of protective equipment to reduce the risk of COVID-19 and other communicable disease transmissions when delivering direct student support services that require close, prolonged contact. This action supplements the Clean and Safe Facilities that support learning activities within the LCAP.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

All the expenditures are made, planned, and aligned with our 2021-2022 LCAP Goals. The actions and ESSER III expenditures are consistent with the LCAP such as Hiring a PACE Coordinator (LCAP Goal 4, Action 2), Clean and safe facilities that support learning: Purchase of Personal protective equipment (LCAP Goal 1, Action 3), Retaining staff due to possible decline in the enrollment (LCAP Goal 2, Action 1), Hiring an English Learner Support Person (LCAP Goal 2, Action 4), Extended School Year Stipend to Staff (LCAP Goal 2, Action 1), Hiring a School Psychologist (LCAP Goal 4, Action 3), and Instructional materials and technology: Purchasing Teacher Laptops (LCAP Goal 1, Action 2). As of the first interim, MSA-5 utilized its ESSER III funds of $131,000 on the aforementioned items as stated in the ESSER III expenditure plan.

With the In-Person-Instruction grant, $15,000 is spent on certificated staff and its staff, having another $22,000. With the remaining balance, MSA-5 is considering providing discretionary bonuses to staff in order to retain them. In the 2020-21 school year, MSA-5 spent $66,000 on certificated salary staff and the benefits.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP

- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are*

intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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	Ali Kaplan Principal	akaplan@magnoliapublicschools.org (818) 705-5676

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Magnolia Science Academy-5 currently has 247 students in grades 6-12 and mainly draws enrollment from Reseda, CA, and neighboring communities. The neighborhoods that MSA-5 serves are heavily immigrants 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 88% Hispanic/Latino, 5% White, 5% Asian, and 3% Black or African American. Of our 247 students, 93% are Socioeconomically Disadvantaged, 16% Special Education, and 32% are English Learners 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 subgroups.
- All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanics in ELA and Math increased significantly on the CA School Dashboard based on the last release.

- CAASPP test results increased 12% in ELA and 19% in Math based on the last CAASPP scores in 2019.
- Over 80% both in ELA and Reading, students met individual projected growth on NWEA MAP testing from Fall 2021 to Spring 2022.
- Smooth transition and relocation from the previous campus to the new location retaining approximately 80% of students.
- Actions that we will maintain in 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).
- Established PLC on Wednesdays; Implementation of Adaptive School Techniques, TOSA
- 100% graduation rate
- 92% ADA
- Safe and orderly learning environment; 0% Suspension/Expulsion rate for the last 3 school years.

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-5 has a growing number of English Learners from 28% in 2021 to 32% in 2022, those students receive robust support in both Math and ELA through summer school, Saturday school structured ELD classes, and tutoring.
- Special Education students need more attention and more PD for teaching students with disabilities is needed. More math tutoring is 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 as low or very low. MSA-5 is planning to continue to provide students a variety of support 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.
- Due to the pandemic, the chronic absenteeism rate still is over 25% and our ADA is around 90% but we would still like to improve on that as well.
- Successful implementation of MTSS for the 2022-23 school year
- Securing a permanent location of school site as MSA-5 currently colocates with MSA-1 since July 2021

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:

- Students would like to have sports programs, field trips, career days, and continue having entertaining monthly student assemblies
- Offering more dual enrollment classes
- 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 as well as hiring a school psychologist
- Regulating the traffic flow and more supervision during pick-up and drop-off zones.
- 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. These include, chronic absenteeism, in all subgroups 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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this 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 educational partners.

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 input from educational partners.

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.

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	2021-22: 0			2023-24: 0
Percentage of students without access to their own copies of standards-	2020-21: 0%	2021-22: 0%			2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
aligned instructional 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	2021-22: 0			2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 93.0%	2021-22: (Spring 2021 to Fall 2021) 93%			2023-24: (Spring 2023 to Fall 2023) 90.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 99.0%	2021-22: (As of 5/12/22) 94.8%			2023-24: 97.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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	$16,750.00	No

Action #	Title	Description	Total Funds	Contributing
		for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: N/A		
1.2	Instructional materials and technology	Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and 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. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and	$198,825.00	No

Action #	Title	Description	Total Funds	Contributing
		other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: • Title II, Purchased ADOBE software under 5940 Technology ($909)		
1.3	Clean and safe facilities that support learning	Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor 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. 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.)	$310,204.00	No

2022-23 Local Control Accountability Plan for Magnolia Science Academy-5

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: N/A		
1.4	Healthy and nutritious meals	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. Expenditures associated with this action include the following: student meals, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A	$14,000.00	Yes
1.5	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.	$285,080.00	No

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: N/A		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 1 Action1
At MSA-5, we aim to have all of our teachers appropriately assigned to their teaching credentials. Currently, we have three teachers who have permits to teach subject matters in addition to their authorized teaching credentials. Two of the teachers need to pass one more of the CSET Mathematics subjects, and the final teacher needs to finish an Art program by June 2022

Goal 1 Action 2
This school year we added on programs such as IXL and Vocabulary.com subscriptions. We renewed subscriptions with former applications such as Gimkit, Newsela, and flocabulary. We also added new classes to our course lists such as astronomy, financial literacy, and psychology. With these new classes, we ordered textbooks with online subscriptions for each class so that students have access to their curriculum where ever they have internet. We continued to renew subscriptions for other subjects such as McGraw Hill science and math, as well as StudySync, our ELA content. We also ordered more laptops to ensure that each student had 1-to-1 technology.

Goal 1 Action 3
MSA-5 ensures that students are safe adding more supervision personnel during the transition, break, and dismissal times and creating a supervision schedule. In addition, MSA-5 collaborates with the MSA-1 team to address discipline and safety concerns through periodic meetings and procedures. Moreover, MSA-5 follows LA County Health and Safety guidelines to keep the campus clean and safe. The school provided health education and resources to students, parents, and staff during the pandemic with a systematic approach. MSA-5 implemented the health and safety guidelines such as weekly COVID testing, vaccination events, mask requirement, social distancing, isolation/quarantine, and communication with the educational partners in regards to COVID incidents. Classrooms and key locations in the school are equipped with sanitation stations, mask,s and informational posters.

Goal 1 Action 4

MSA5 offers students a diverse variety of healthy foods including fruit choices, green vegetables, juice, and milk. Students are able to support their nutrition during break time as well with fruit and healthy popped (not fried) snacks. MSA5 provides hot chocolate as a drink reward to students during the fall/winter semesters.

Goal 1 Action 5
The home office provides a variety of services to MSA-5; human resources, accounting, finance, academic guidance, high-scale IT, purchasing, reporting, coaching, operational, accountability, public relations, communication, marketing and school facility search/improvement. With the new administration of MSA-5, the support to the MSA-5 team has been significant, effective, and applicable to our current job descriptions. In addition, the home office took the charge with health and safety orders/regulations during the pandemic to have a safe school opening and operations. Moreover, MSA-5 has been in a search of a new home, and the facility and leadership teams have been instrumental and effective to find a school location.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action1, There is a discrepancy of $115,000 due to the retention bonus, in which each employee receives either $4000 or $2500 based on the position.
Goal 1 Action 2 There is a discrepancy of $45,697.68 due to colocating with a school where we don't need to pay some of the fees such as copier lease, and equipment. In addition, we minimize using printed copies of resources, digital resources became more economical.
Goal 1 Action 3 There is a discrepancy of $244,630 due to being a recipient of SB 740 and not paying over allocation fees this year
Goal 1 Action 4 There is a discrepancy of $4000, which is negligible.
Goal 1 Action 5 There is a discrepancy of $29,749.03 which is negligible (%5).

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 1 Action1
Two of classroom teachers are completing an induction program through LACOE and two other staff members are in student internship programs in collaboration with National University.

Goal 1 Action 2
We continue to evaluate the usage and effectiveness of each of these applications and the curriculum that we have purchased. We run reports weekly to monitor our progress on IXL and other such programs. We've also decided to implement work-stations using our winter MAP data and IXL. Currently, IXL is being used regularly from 56% of our teachers. We've tied incentives to Lexile growth on MYON and teacher usage as well in order to promote daily reading on MYON.

Goal 1 Action 3

Approximately, 47% of students are vaccinated.
Weekly COVID testing
2 portable temperature checkpoints and 6 hand sanitizer dispensers are placed in common areas
Rapid antigen tests are utilized
Daily classroom janitorial services for each classroom
Student-friendly, non-toxic sprays are utilized to keep learning spaces hygiene and clean
Medical-grade, surgical masks are provided to staff and students

Goal 1 Action 4
Two square meals and one well-balanced snack are provided to the entire student body on a regular basis. The campus does not provide a vending machine that lessens temptations for students to eat junk food.

Goal 1 Action 5
Monthly org-wide TOSA meetings are great platforms to collaborate within specific departments
Weekly office hours with the HR, Facility, and Accountability teams are helpful to finish certain projects and ask questions
Weekly check-in with the Superintendent for coaching, facility, co-location, and enrollment plans
Monthly leadership meetings/PD; principal, deans, PACE, SPED, college counselors
Grant applications, reporting support through the Accountability team
COVID-related health and safety communication as well as operational guidance through monthly committee meetings, and parent square messages.
Weekly Monday MPS Leadership meetings are great culture-building and action/plan follow-up platforms
The facility department found 2-3 potential school sites

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.

Goal 1 Action1
There are several classified staff members who showed interest in obtaining a teaching credential. MSA-5 administration will look into supporting those staff members to enroll in credential programs in collaboration with the home office taking advantage of the new credentialing process and opportunities through third parties.

Goal 1 Action 2
We recently gave a survey to our staff asking how often they use each application and resource we have purchased. We found that there were some apps such as Flocabulary.com and Quizizz that are used weekly, whereas some such as newsELA are rarely used. We decided not to renew the programs that scored low in our surveys specifically, newsELA, listenwise, and Nearpod.

Goal 1 Action 3

Depending on the student enrollment next year, MSA-5 may hire a campus aide for the safety of students
Traffic regulation needs to be solidified for pick-up/drop-off

Goal 1 Action 4
Depending on future enrollment, more cafeteria staff may be added.

Goal 1 Action 5
Finalizing school site search and sharing the information with educational partners
Work with TOSAs to have an established new teacher onboarding and orientation
Streamline new grants and use them effectively.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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	2020-21: 95%	2021-22: (As of 5/13/22) 100%			2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Source: Local 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%	2021-22: (As of 5/13/22) 100%			2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 5/13/22) 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%	2021-22: (As of 5/13/22) 94.8%			2023-24: 100%
Percentage of students who have	2020-21: (First semester)	2020-21: (Second semester)			2023-24: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	73%	90%			
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 73.9	2021-22: (As of 5/13/22) 91.7			2023-24: 75.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: • All Students: 46.96% • English Learners: 6.12% • Socioeconomically Disadvantaged: 47.83% • Students with Disabilities: 17.39% • Homeless: 41.67% • Hispanic: 47.44%	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.			2022-23: • All Students: 50.00% • English Learners: 12.00% • Socioeconomically Disadvantaged: 50.00% • Students with Disabilities: 2.200% • Homeless: 46.00% • Hispanic: 50.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: • All Students: 47.02% • English Learners: 9.09% • Students with Disabilities: 37.50% • Hispanic: 45.11% • White: 50.00% IAB ELA Level 3 and 4 Projection (5/13/22): • All Students: 45.98%			
Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: (2019 Dashboard) • All Students: 11.5 points below standard • English Learners: 43.3 points below standard	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress			2022-23: (2023 Dashboard) • All Students: 5.0 points below standard • English Learners: 37.0 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 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	(MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: • All Students: 85.0% • English Learners: 88.4% • Students with Disabilities: 86.7% • Hispanic: 86.9% • White: N/A			• Socioeconomically Disadvantaged: 7.0 points below standard • Students with Disabilities: 66.0 points below standard • Homeless: 17.0 points below standard • Hispanic: 7.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2020-21: • All Students: 60.4% • English Learners: 59.0% • Socioeconomically Disadvantaged: 59.4%	Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: • All Students: 85.0% • English Learners: 88.4%			2023-24: • All Students: 65.0% • English Learners: 65.0% • Socioeconomically Disadvantaged: 65.0%

2022-23 Local Control Accountability Plan for Magnolia Science Academy-5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Students with Disabilities: 56.3% • Hispanic: 62.7% • White: 45.5%	• Students with Disabilities: 86.7% • Hispanic: 86.9% • White: N/A			• Students with Disabilities: 65.0% • Hispanic: 65.0% • White: 65.0%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: • All Students: 38.67% • English Learners: 10.02% • Socioeconomically Disadvantaged: 38.51% • Students with Disabilities: 30.44% • Homeless: 41.67% • Hispanic: 37.82%	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:			2022-23: • All Students: 41.00% • English Learners: 15.00% • Socioeconomically Disadvantaged: 41.00% • Students with Disabilities: 33.00% • Homeless: 43.00% • Hispanic: 41.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		- All Students: 14.47% - English Learners: 1.92% - Students with Disabilities: 4.17% - Hispanic: 13.48% - White: 12.50% IAB Math Level 3 and 4 Projection (5/13/22): - All Students: 45.98%			
Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: (2019 Dashboard) - All Students: 17.9 points below standard - English Learners: 43.5 points below standard - Socioeconomically Disadvantaged: 18.6 points below standard	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their			2022-23: (2023 Dashboard) - All Students: 11.0 points below standard - English Learners: 37.0 points below standard - Socioeconomically Disadvantaged: 12.0 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	- Students with Disabilities: 58.0 points below standard - Homeless: 26.2 points below standard - Hispanic: 21.6 points below standard	growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: - All Students: 81.5% - English Learners: 86.2% - Students with Disabilities: 87.1% - Hispanic: 79.8% - White: N/A			- Students with Disabilities: 50.0 points below standard - Homeless: 20.0 points below standard - Hispanic: 15.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2020-21: - All Students: 59.3% - English Learners: 59.1% - Socioeconomically Disadvantaged: 59.0% - Students with Disabilities: 65.6%	Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: - All Students: 81.5% - English Learners: 86.2% - Students with Disabilities: 87.1%			2023-24: - All Students: 70.0% - English Learners: 70.0% - Socioeconomically Disadvantaged: 70.0% - Students with Disabilities: 70.0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Hispanic: 59.2% • White: 72.7%	• Hispanic: 79.8% • White: N/A			• Hispanic: 70.0% • White: 75.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: (2019 Dashboard) 56.3%	2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. 2022 ELPAC Percentage of Students at Each Performance Level: • Level 4: 22.37% • Level 3: 39.47% • Level 3: 9.21% • Level 1: 21.05%			2022-23: (2023 Dashboard) 57.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 4.1%	2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.			2023-24: 13.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2022 ELPAC Percentage of Students Level 4: 22.37%			
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: • All Students: 11.54% • English Learners: 0.00% • Students with Disabilities: 11.63% • Hispanic: 9.30%	CAST assessments were waived during the 2019-20 and 2020-21 school years.			2022-23: • All Students: 16.00% • English Learners: 10.00% • Socioeconomically Disadvantaged: 16.00% • Hispanic: 16.00%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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.	$1,027,552.00	No

Action #	Title	Description	Total Funds	Contributing
		The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: Title I under 3500 Unemployment Insurance ($170.19) Title I under 3400 Health & Welfare Benefits ($11072.48) Title I under 3300 OASDI/Medicare ($ 1233.89) Title I under 3100 STRS ($16253.33) Title I under 1100 TeacherSalaries ($85,096)		
2.2	Professional development for high-quality instruction	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff	$32,333.00	Yes

Action #	Title	Description	Total Funds	Contributing
		needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees. The following expenditures will be funded by federal Title funds: • Tuition reimbursement for professional development: Resource: Title II, Part A; under 5864 Prof Dev-Other ($15,000)		
2.3	MTSS - Academic enrichment, intervention, and student support	Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and	$598,565.00	Yes

Action #	Title	Description	Total Funds	Contributing
		summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Accelerated Reader, Lexercise, ST Math, Standards Plus, Quizizz, Padlet, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, Listenwise, Grammarly, Cambium Learning, ABC Mouse, Learning A-Z, Cityspan, Flocabulary, Alexandria Library, Nearpod, Newsela, and myON.) The following expenditures will be funded by federal Title funds: • Intervention Teacher salary and benefits: Resource: Title I, Part A; Amount: $50,000 4127 Title IV, Part A ESEA (ESSA) under 4340 Educat Software purchased Quizzes, Brainpop ($7,779) 3010 Title I under 4340 Educat Software Purchased NWEA ($12.50/student gr 3-11 only),Grammarly, Gimkit ($ 4,112) 3010 Title I under 3500 Unemployment Insurance($30) 3010 Title I under 3300 OASDI/Medicare ($217.50) 3010 Title I under 3100 STRS ($2,865) 3010 Title I under 1300 Cert Adminis ($5,000) 3010 Title I under 1100 TeacherSalaries ($10,000)		
2.4	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	$107,852.00	Yes

Action #	Title	Description	Total Funds	Contributing
		receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees. The following expenditures will be funded by federal Title funds: • EL Coordinator stipend: Resource: Title I, Part A; Amount: $5,000		
2.5	Support for students with disabilities	Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific	$745,801.00	No

Action #	Title	Description	Total Funds	Contributing
		areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds 3010 Title I under 3400 Health & Welfare Benefits ($6450.948) 3010 Title I under 2100 Instructional Aides ($18,200)		

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.

Goal 2 Action 1
At MSA-5 we utilize renowned McGraw Hill Curriculums that align to common core standards such as Studysync, our ELA curriculum and Inspire--our science curriculum. We also purchased and are utilizing the McGraw Hill curriculum for our AP classes. We've sent our teachers on various professional development sessions in order to gain skills on developing and strengthening our standards-based curriculum. We also offer tuition reimbursement to those who want to get credentialed in other areas so that we can have a variety of course offerings. We also use "Edgenuity" an online instructional program for students who are credit deficient. We also continue to utilize scoot and a few other substitute programs to help with teacher and staff absences.

Goal 2 Action 2
This school year, we have had teachers attend professional development on various new programs and instructional strategies such as IXL, Listenwise, StudySync, Culturally Responsive Teaching, MYON, CHATS Framework, etc. Looking at the data, we have come to the conclusion that we need to construct PLCs that specifically work on the follow-through and implementation of these resources and instructional strategies. The leadership team, such as administrators, department chairs, and grade level leads, will get trained on a program

such as Adaptive Schools which helps strengthen PLCs referring to Element 37. We would also like to add more training for our new DOS on attendance intervention and for our PACE coordinator on how to engage parents since they are new at their roles. MSA-5 will continue supporting teachers in obtaining teaching credentials and certificates.

Goal 2 Action 3
Magnolia Science Academy-5 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. The school I 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. Existing Programs: Flocabulary, Listenwise, IXL, Khan Academy, etc. We plan on working with MFC to implement SEL curriculum in classes. We are also utilizing our SPED team for push-in rotation models. We would also like to increase our professional development on MTSS as we have new teachers and new leaders in their positions.

Goal 2 Action 4
MSA-5 has hired a paraprofessional for our ELL population to look into different ELD curriculum programs. We plan on sending our EL coordinator and ELD teacher to additional training.We want to close the learning gap for achievement for ELL students and have more EL students reclassify.

Goal 2 Action 5Students with disabilities at MSA-5 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) .
Each staff in the SPED team have a set schedule to provide either push-in and pull-out services as stated on the IEPs. MSA-5 contracted a bilingual psychologist rather than hiring its own due to lack of available candidates for the position.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1 There is a discrepancy of $13,213.59 (overspending), which is negligible (1.4%)
Goal 2 Action 2 There is a discrepancy of $500 (overspending), which is negligible(2%)
Goal 2 Action 3 There is a discrepancy of $19,152.95, which is negligible(0.4%)
Goal 2 Action 4 There is a discrepancy of $378.25,which is negligible(0.3%)
Goal 2 Action 5 There is a discrepancy of $ 27,310.03 (overspending),which is negligible(0.5%)

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 2 Action 1
3/3 of our students took courses on Edgenuity this school year and passed. They are now up-to-date with their credits.

Goal 2 Action 2
This change will allow us to target our staff's professional development on a higher level and helps target data pieces that we are struggling with.

Goal 2 Action 3
We are analyzing our disciplinary data, attendance data, and academic data to calculate our progress toward our SEL implementation

Goal 2 Action 4
32% of students is ELs
Offering three times a year MAP testing in order to give more opportunities to reclassify and monitor the growth
Tiering ELPAC testing administration based on levels

Goal 2 Action 5
- Two more paraprofessionals are hired
- Weekly MSA-5 SPED Meetings help to plan and provide support to the team members
- Caseload has declined from 58 to 39, which helped to provide more services
- The RSP room has been downsized due to relocation
- Bilingual psychologist hired

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.

Goal 2 Action 1
We plan to continue using our McGraw Hill curriculums and continue offering multiple AP courses including AP English and AP history.

Goal 2 Action 2
Teachers will showcase their promising practices at PLC (Element 38)
Peer observations are expected to take place twice a semester, bi-weekly program utilization reports run by the admin and follow-up with the teachers.

Goal 2 Action 3
MSA-5 is planning to apply for the MTSS grant next year.

Goal 2 Action 4
Planning to have a full-time EL support person
Purchase a specific EL curriculum

Goal 2 Action 5
Depending on the number of students, re-adjust staffing.
Designated support for dually identified students such as an intensive language immersion program

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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 Dashboard CCI data is not available. 2021-22: (Projected as of 5/13/22) 48.1%			2021-22: 70.00%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-	2018-19: 63.63%	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21			2021-22: 68.00%

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA/Literacy assessments (Source: CDE DataQuest)		school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: • Grade 11 Students: 55.88% IAB ELA Level 3 and 4 Projection (5/13/22): • Grade 11 Students: 32.54%			
Percentage of students in Grade 11 meeting or exceeding	2018-19: 54.54%	CAASPP-Mathematics assessments were			2021-22: 60.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)		waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments. Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: • Grade 11 Students: 13.89% IAB Math Level 3 and 4 Projection (5/13/22): • Grade 11 Students: 66.25%			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 67.9%	2020-21: 55.0%			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%	2020-21: 55.0%			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%	2021-22: (As of 5/13/22) 11.1%			2023-24: 30.0%
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 100.0%	2020-21: 81.85% 2021-22: (As of 5/13/22) 88.9%			2022-23: 95.0%
Percentage of cohort graduates earning a Seal of Biliteracy	2020-21: (As of 5/16/21) 34.8%	2021-22: (As of 5/13/22) 33.3%			2023-24: 30.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Source: CDE DataQuest)					
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 39.1%	2021-22: (As of 5/13/22) 22.2%			2023-24: 30.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2020-21: (As of 5/16/21) 34.8%	2021-22: (As of 5/13/22) 48.1%			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) 78.0%	2021-22: (As of 5/13/22) 93%			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%	2021-22: (As of 5/13/22) 81%			2023-24: 50.0%
College-Going Rate (Source: CDE DataQuest)	N/A	Class of 2019 data is not available.			Class of 2021: 50.0%
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local	2020-21: (As of 4/16/21) 2%	2021-22: (As of 5/13/22) 1%			2023-24: 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Indicator Priority 7, SIS)					
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%	2021-22: (As of 5/13/22) 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%	2021-22: (As of 5/13/22) 99%			2023-24: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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	$89,626.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities. The following expenditures will be funded by federal Title funds: N/A		
3.2	STEAM and GATE programs	Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.	$1.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: supplemental science program fees. The following expenditures will be funded by federal Title funds: N/A		
3.3	Digital literacy and citizenship programs	Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: • 4340 Educat Software 4127 Title IV, Part A ESEA (ESSA)Peardeck purchased ($1,661)	$5,261.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Physical education, activity, and fitness	Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Titles: 4335 PE Supplies 4127 Title IV, Part A ESEA (ESSA) ($2,000)	$91,653.00	Yes
3.5	Additional programs and activities that support well-rounded education	In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and	$84,567.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: 4326 Arts&MusicSupps 4127 Title IV, Part A ESEA (ESSA) ($2,500)		

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.

Goal 3 Action 1

At MSA5, we offer various programs for College and Career readiness such as 11th-grade SBAC preparation in ELA and mathematics, Advanced Placement Exams, College Credit Course (Dual Enrollment), a–g course completion, State Seal of Biliteracy, Golden State Seal Merit Programs and College trips

Goal 3 Action 2

As a part of our STEAM program this year, we are offering more computers classes such as "Web Design" and "Fundamentals of Art" and "Astronomy". We are also hosting a science fair in March and joining the STEAM expo where students will showcase their STEAM projects.

Goal 3 Action 3

Computers have become an intricate part of our school-wide curriculum. We offer computers to grades 6-8, and 10-12. Our computer teacher teaches a unit on digital citizenship and implements/uses programs that strengthen students' typing skills and their overall computer skills. We purchased Grammarly for our teachers to help with computer functionality and we've also renewed our membership with Goguardian so that staff can continue to monitor student behavior on our Chromebooks and while they are using Magnolia emails.

Goal 3 Action 4

We offer PE to all grades except for 11th and 12th. We also offer various sports activities after-school including basketball and volleyball. We have offered Soccer club on Saturdays and continue to monitor student health through our school wellness plan.

Goal 3 Action 5
At MSA5, we promote field trips for our students on a regular basis including venues such as Getty Villa, The Long Beach Aquarium, Occidental College, Underwood Farms, The Natural History Museum. We have a strong Student Council on campus and have had movie night fundraisers, Valentine's Candy Grams, Spirit Weeks in Fall and Spring, Relay Races, Obstacle Courses, and Athletic Football competitions. Our monthly assemblies are driven by our school culture department and Student Council. We offer monthly Saturday Schools for students to strengthen their academic skills and receive extra support for upcoming SBAC/Map tests. Guest speakers at assemblies such as Lead Sergeant for our local precinct. SBAC pep rallies with mascot.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1 There is a discrepancy of $46,181.82 due to the vacancies
Goal 3 Action 2 Nothing reported nor budgeted.
Goal 3 Action 3 There is a discrepancy of $6,624.22 (overspending) due to the new hires
Goal 3 Action 4 There is a discrepancy of $7,239.73, due to not having a CIF program and canceling the associated stipend.
Goal 3 Action 5 There is a discrepancy of $3,877, which is negligible (6%)

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 3 Action 1
11th-grade SBAC preparation in ELA and mathematics: ELA 46.96%, math 38.67% met or exceeded
Advanced Placement Exams: Total number of AP tests given in 2021: 24 Percentage of AP tests with scores of 3 or above: 5
College Credit Course (Dual Enrollment): English 101 and Cinema 107 offered in Fall 2021, 6 students enrolled, 100% passing rate
Political Science 001 and Communications 101 offered in Spring 2022, 8 students enrolled
a–g course completion: 24 out of 27 students, 88% of graduating class met a-g course requirements
State Seal of Biliteracy: 9 out of 27 students, 33% of graduating class earned Biliteracy seal
Golden State Seal Merit Programs:6 out of 27 students, 22% of graduating class earned the golden state seal
College trips: 100% of graduating students attended to college trips during the 2021-22 school year.

Goal 3 Action 2
None of the students who took the placement test is classified as gifted. MSA-5 has currently # gifted students.
Each student is required to have one STEAM-based project. 50 students participated in our science fair and about 35 of those students, participated in our Steam Expo with 3 groups winning awards at the Steam Expo for their projects.

Goal 3 Action 3
GoGuardian has helped detected not only when students search for inappropriate things online and/or are off-task, but also when students are researching suicidal thoughts and behaviors.

Goal 3 Action 4
Students in grades 6-10 actively participated in PE classes every day for at least 52 min.

Goal 3 Action 5
Field trip attendance and assembly attendance are high.

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.

Goal 3 Action 1
"We will form an SBAC team to provide school-wide PDs to all staff to improve SBAC preparation
We will increase the number of AP classes to provide more access to all students; AP Art and Biology in consideration for next school year
School-wide dual enrollment implementation during advisory for 9th- grade; Counseling 001, 10th-grade; Counseling 004, 11th-grade; Counseling 020 first semester and Cinema 107 for all high school students in the second semester

Goal 3 Action 2
We had a high turn-out rate during our STEAM Expo with roughly 35 students participating in the event. We would like to continue to find new ways to promote participation in STEAM Expo.

Goal 3 Action 3
Digital citizenship month and anti-cyberbullying activities will take place during assemblies.

Goal 3 Action 4
Due to the lack of PE area, there are limited sports offered. MSA-5 would like to reconfigure shared PE areas and have more robust PE programs by purchasing more equipment.

Goal 3 Action 5
We are finalizing a PBIS plushie to be distributed at our SBAC pep rally. The plushie will be a replica of our Lobo mascot. It will be a PBIS incentive to be used year round.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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	2021-22: (As of 5/13/22) 5			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	2021-22: (As of 5/13/22) 5			2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3	2021-22: (As of 5/13/22) 8			2023-24: 4
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 5	2021-22: (As of 5/13/22) 11			2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: 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%	2021-22: (As of 5/13/22) 34.2%			2023-24: 20%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 96.83%	2021-22: (P-2 ADA) 89.26%			2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 7.5%	2021-22: (As of 5/13/22) 35.0%			2023-24: 9.0%
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%	2021-22: (As of 5/13/22) 0%			2023-24: 0.0%

2022-23 Local Control Accountability Plan for Magnolia Science Academy-5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 0.0%	2020-21: 0.0%			2022-23: 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 100.0%	2020-21: (2021 Dashboard) 100%			2022-23: (2023 Dashboard) 100.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 5/13/22) 0.4%			2023-24: 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 5/13/22) 0%			2023-24: 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 98.3% Families: 96.8% Staff: 100.0%	2021-22: Students:98.7% Families: 70.8% 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%	2021-22: Students: 70.0% Families: 96.0% Staff: 92.0%			2023-24: Students: 75% Families: 95% Staff: 90%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 83%	2021-22: (Spring 2021 to Fall 2021) 75%			2023-24: (Spring 2023 to Fall 2023) 85%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	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. Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees. The following expenditures will be funded by federal Title funds: N/A	$0.00	Yes
4.2	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	$199,497.00	Yes

Action #	Title	Description	Total Funds	Contributing
		will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, Dean of Culture salary and benefits, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: 5800 ProfessServices 3010 Title I Parentsquare ($1,500) The rest is home visit-related stipend and benefits pay. 3500 Unemployment Insurance 3010 Title I ($32) 3300 OASDI/Medicare 3010 Title I ($232) 3100 STRS 3010 Title I ($3056) 1100 TeacherSalaries 3010 Title I ($16000)		
4.3	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	$157,093.00	Yes

Action #	Title	Description	Total Funds	Contributing
		cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school 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. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: 4340 Educat Software 3010 Title I Kickboard purchase ($3,900)		

Action #	Title	Description	Total Funds	Contributing
4.4	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. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: N/A	$1,164.00	Yes
4.5	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.	$256,159.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal Title funds: N/A		

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.

Goal 4 Action 1
MSA-5 conducts periodic parent meetings in order to actualize the mission and mission as well as discussing current school-wide plans and concerns.Parents are informed and provided feedback for school budget, safe in person opening, new grant opportunities, re-location.For the meetings, there are agendas, powerpoints available in English and Spanish.

Goal 4 Action 2
MSA-5 celebrates Multicultural PotLuck every year to celebrate Thanksgiving with different cultural foods. -Alumni Dinner to celebrate our previous senior class whos graduated. Hot chocolate day.MSA-5 had an enrollment fair to get parents in the community to learn about our school, our goal for enrollment fair is to get families to enroll their student to MSA-5. MSA-5 held two Covid Vaccination events on campus to promote students and parents to get vaccinated.

Goal 4 Action 3
MSA5 uses a restorative justice platform. Our restorative justice committee meets to discuss ongoing student issues and possible consequences. Multi-Tiered System of Supports (MTSS) is a framework that helps educators provide academic and behavioral strategies for students with various needs. The leadership component for students is present with student reps on the student restorative justice committed. Depending on the situation, students weigh in their vote on consequences for students. Our tiered restorative justice policy is tiered with different levels starting with three individual support steps, the next level includes an SMB (Staff Managed Behavior) and an OMB (Office Managed Behavior). Our assemblies and daily interactions with students support Tier 1 where positive relationships are formed and maintained. Tier 2 supports include more support in the classroom with the use of mentors and tutoring. Tier 3 (support groups) are supported with more support outside the classroom with individual and group counseling. We currently have group counseling for both boys and girls along with individual counseling on a weekly basis.

Goal 4 Action 4

MSA5 participates in annual student, staff and family Panorama surveys. Surveys are highly promoted through assemblies, Parent Square and on-campus reminders. Student and family incentives for completion are in place.

Goal 4 Action 5
Community outreach to Tarzana Treatment Centers. Community Outreach to American Red Cross. In April our 2nd-semester blood drive will be held with American Red Cross.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1 No budgeted amount
Goal 4 Action 2 There is a discrepancy of $20,510.2 due to saving on Professional Services and Postal expenses
Goal 4 Action 3 There is a discrepancy of $153,696.71 due to not hiring a full-time discipline coordinator and intervention specialist.
Goal 4 Action 4 No discrepancy observed; $ 1,164.00 budgeted and spent
Goal 4 Action 5 No discrepancy observed; $18,500.00 budgeted and spent

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 4 Action 1
Before moving to the new location, an open house at the new site and notification to parents were provided in June/July 2021
In-person, orientation and parent-teacher conferences are held in a bilingual manner
A PACE coordinator is hired to build a stronger relationship with the community

Goal 4 Action 2
The event was effective in reaching our goal of having the entire school involved in this yearly potluck. Donations are provided by parents to be able to have a successful hot chocolate day.

Goal 4 Action 3
2 suspensions, 0 expulsions

Goal 4 Action 4
Grade proctors manage Panorama with the Dean of Students' guidance. Review of questions and sample surveys are utilized. Areas of challenge, such as self-efficacy are reviewed with students prior to taking the survey.

Goal 4 Action 5

With Tarzana Treatment Centers services we were able to teach our Middle school students about substance abuse. With the connection with American Red Cross, our students and staff were able to donate 17 16 oz of blood.

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.

Goal 4 Action 1
Using social media more effectively
A solid plan for the future location and mobilize our parents to recruit students
More parent participation in decision making

Goal 4 Action 2
Due to the health and safety measure, MSA-5 was able to hold only few events open to the public; next year, there will be 2 major outreach programs each semester.

Goal 4 Action 3
More involvement from the student reflection committee.

Goal 4 Action 4
Suggest Panorama Survey Assembly where everyone takes the survey at one time. Builds collaborative spirit and encourages students to take their time. Incentives after completion could be a special guest speaker or event such as a sports/field day competition or students vs. staff kickball competition.

Goal 4 Action 5
Get TTC services provided to our high students. Get more families to donate blood during our blood drive.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$932,177	$112,007.54

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.78%	0.00%	$0.00	38.78%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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 slow-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, 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 with AP exam fees, college applications, 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 or 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, 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 "Infinete Campus". 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 "Parentsquare" 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 the 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 support 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 feels 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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

MSA-5 plans to spend approximately the same percentages of the concentration grant for staffing in 2022 meeting LCAP Goal 2.1. In addition, the relatively similar portion of the grant will be allocated for LCAP Goal 1.5 in order to supply school uniforms to students and Goal 4.3 for CMO management and support fee

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,323,404.00	$1,304,917.00		$593,662.00	$4,221,983.00	$2,944,996.00	$1,276,987.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Teacher assignments and credentials	All	$16,750.00				$16,750.00
1	1.2	Instructional materials and technology	All	$174,916.00	$14,000.00		$9,909.00	$198,825.00
1	1.3	Clean and safe facilities that support learning	All	$175,878.00	$134,326.00			$310,204.00
1	1.4	Healthy and nutritious meals	Low Income	$14,000.00				$14,000.00
1	1.5	Well-orchestrated Home Office support services	All	$267,657.00	$8,499.00		$8,924.00	$285,080.00
2	2.1	Broad course of study and standards-based curriculum	All	$755,686.00	$158,040.00		$113,826.00	$1,027,552.00
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	$5,500.00	$11,833.00		$15,000.00	$32,333.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	$236,377.00	$142,695.00		$219,493.00	$598,565.00
2	2.4	Designated and integrated ELD programs	English Learners	$107,852.00				$107,852.00
2	2.5	Support for students with disabilities	Students with Disabilities	$145,352.00	$551,698.00		$48,751.00	$745,801.00
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income				$89,626.00	$89,626.00
3	3.2	STEAM and GATE programs	English Learners Foster Youth	$1.00				$1.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	$3,000.00	$600.00		$1,661.00	$5,261.00
3	3.4	Physical education, activity, and fitness	Low Income	$89,653.00			$2,000.00	$91,653.00
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	$5,000.00	$77,067.00		$2,500.00	$84,567.00
4	4.1	Seeking family input for decision making	English Learners Foster Youth Low Income					$0.00
4	4.2	Building partnerships with families for student outcomes	English Learners Foster Youth Low Income	$121,425.00			$78,072.00	$199,497.00
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	$153,193.00			$3,900.00	$157,093.00
4	4.4	Annual stakeholder surveys	English Learners Foster Youth Low Income	$1,164.00				$1,164.00
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	$50,000.00	$206,159.00			$256,159.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$2,403,716	$932,177	38.78%	0.00%	38.78%	$787,165.00	0.00%	32.75 %	**Total:**	$787,165.00
								LEA-wide Total:	$787,165.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	$14,000.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,500.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$236,377.00	
2	2.4	Designated and integrated ELD programs	Yes	LEA-wide	English Learners	All Schools	$107,852.00	
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.2	STEAM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1.00	
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth	All Schools	$3,000.00	

2022-23 Local Control Accountability Plan for Magnolia Science Academy-5

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	$89,653.00	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
4	4.1	Seeking family input for decision making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.2	Building partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$121,425.00	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$153,193.00	
4	4.4	Annual stakeholder surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,164.00	
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,180,540.00	$3,822,134.37

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Teacher assignments and credentials	No	$16,750.00	$131,750
1	**1.2**	Instructional materials and technology	No	$235,540.00	$189,842.32
1	**1.3**	Clean and safe facilities that support learning	No	$449,256.00	$204,626.00
1	**1.4**	Healthy and nutritious meals	Yes	$11,000.00	$15,000.00
1	**1.5**	Well-orchestrated Home Office support services	No	$558,458.00	$528,708.97
2	**2.1**	Broad course of study and standards-based curriculum	No	$897,955.00	$911,168.59
2	**2.2**	Professional development for high-quality instruction	Yes	$25,000.00	$25,500.00
2	**2.3**	MTSS - Academic enrichment, intervention, and student support	Yes	$469,645.00	$488,797.95
2	**2.4**	Designated and integrated ELD programs	Yes	$99,405.00	$99,026.75
2	**2.5**	Support for students with disabilities	No	$537,608.00	$564,918.03

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	College/Career readiness programs and activities	Yes	$106,156.00	$59,974.18
3	3.2	STEAM and GATE programs	Yes		
3	3.3	Digital literacy and citizenship programs	Yes	$93,107.00	$99,731.22
3	3.4	Physical education, activity, and fitness	Yes	$110,115.00	$102,875.27
3	3.5	Additional programs and activities that support well-rounded education	Yes	$64,500.00	$68,377.00
4	4.1	Seeking family input for decision making	Yes		
4	4.2	Building partnerships with families for student outcomes	Yes	$193,837.00	$173,326.80
4	4.3	MTSS - PBIS and SEL support	Yes	$292,544.00	$138,847.29
4	4.4	Annual stakeholder surveys	Yes	$1,164.00	$1,164.00
4	4.5	Community outreach and partnerships	Yes	$18,500.00	$18,500.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$884,509.00	$994,032.00	$1,135,777.52	($141,745.52)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	$11,000.00	$6,000.00		
2	2.2	Professional development for high-quality instruction	Yes	$9,000.00	$25,500.00		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	$239,628.00	$482,797.95		
2	2.4	Designated and integrated ELD programs	Yes	$99,405.00	$99,026.75		
3	3.1	College/Career readiness programs and activities	Yes		$59,974.18		
3	3.2	STEAM and GATE programs	Yes				
3	3.3	Digital literacy and citizenship programs	Yes	$92,507.00	$99,731.22		
3	3.4	Physical education, activity, and fitness	Yes	$106,615.00	$102,875.27		
3	3.5	Additional programs and activities that support well-rounded education	Yes	$16,000.00	$31,750.00		
4	4.1	Seeking family input for decision making	Yes				
4	4.2	Building partnerships with families for student outcomes	Yes	$115,082.00	$72,610.86		

2022-23 Local Control Accountability Plan for Magnolia Science Academy-5

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	MTSS - PBIS and SEL support	Yes	$285,131.00	$135,847.29		
4	4.4	Annual stakeholder surveys	Yes	$1,164.00	$1,164.00		
4	4.5	Community outreach and partnerships	Yes	$18,500.00	$18,500.00		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,049,182	$884,509.00	0.00%	43.16%	$1,135,777.52	0.00%	55.43%	$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners 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* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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

2022-23 Local Control Accountability Plan for Magnolia Science Academy-5

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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

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Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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

2022-23 Local Control Accountability Plan for Magnolia Science Academy-5

- 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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.

2022-23 Local Control Accountability Plan for Magnolia Science Academy-5

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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

2022-23 Local Control Accountability Plan for Magnolia Science Academy-5

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.

- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **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.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

  - This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table
Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

  o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy 6

CDS Code: 19-64733-0117648

School Year: 2022-23

LEA contact information:

James Choe

Principal

jchoe@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 2022-23 School Year

Projected Revenue by Fund Source

All federal funds, $156,071, 7%

All local funds, $100,901, 5%

All other state funds, $453,220, 21%

Total LCFF funds $1,463,242 67%

LCFF supplemental & concentration grants, $404,525, 18%

All Other LCFF funds, $1,058,717, 49%
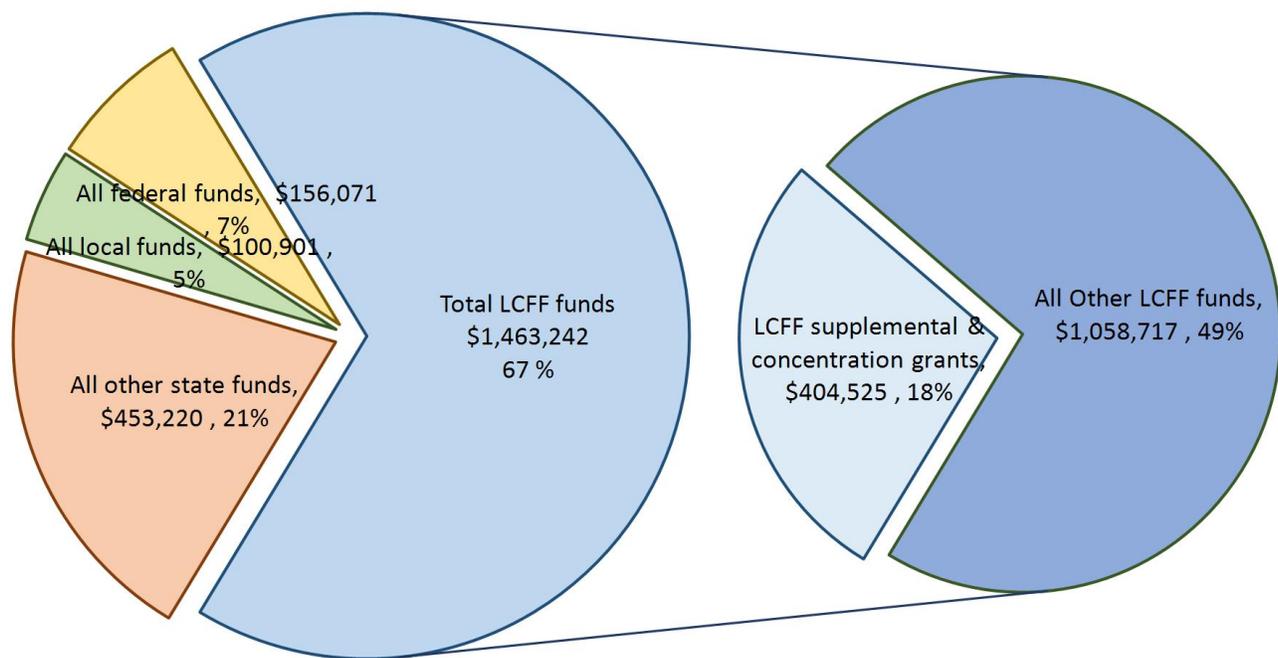
This chart shows the total general purpose revenue Magnolia Science Academy 6 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy 6 is $2,173,434, of which $1463242 is Local Control Funding Formula (LCFF), $453220 is other state funds,

$100901 is local funds, and $156071 is federal funds. Of the $1463242 in LCFF Funds, $404525 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.

Budgeted Expenditures in the LCAP
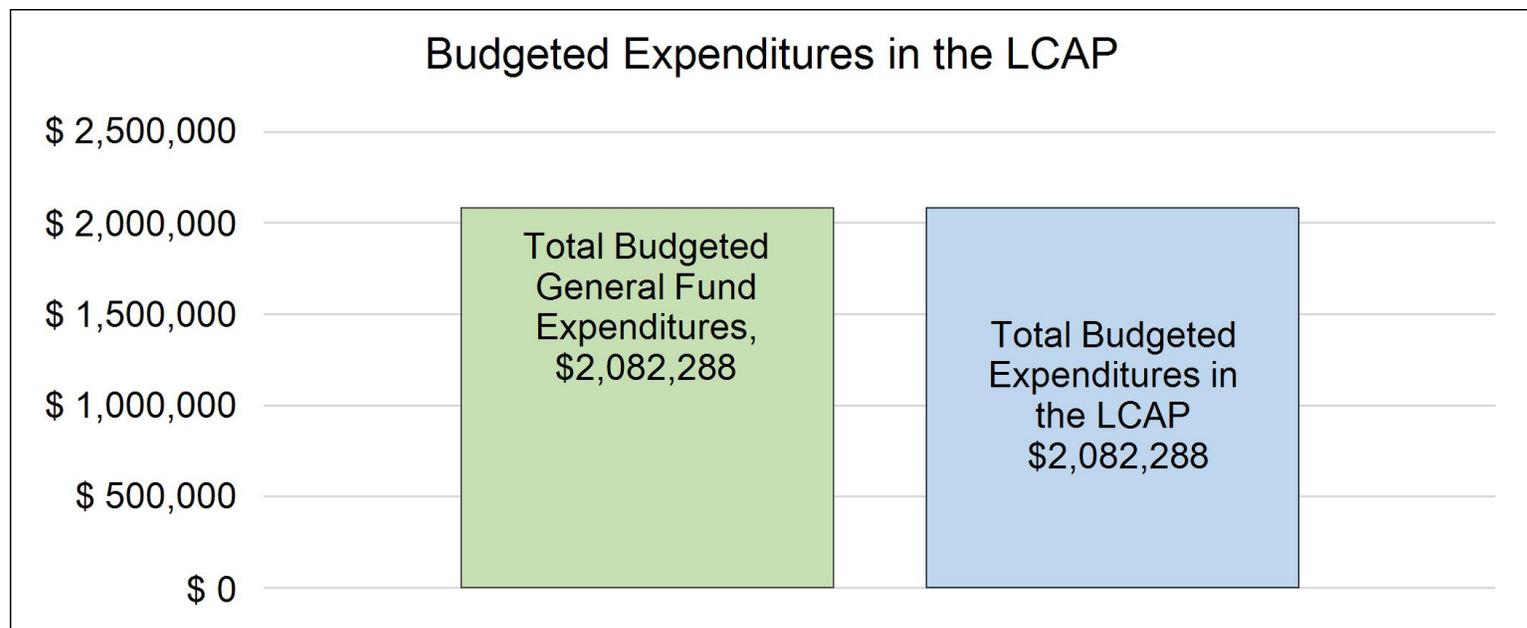
This chart provides a quick summary of how much Magnolia Science Academy 6 plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy 6 plans to spend $2,082,288 for the 2022-23 school year. Of that amount, $2,082,288 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:

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Magnolia Science Academy 6 is projecting it will receive $404525 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 $282,559 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 2021-22

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — **$282,952**

☐ Actual Expenditures for High Needs Students in LCAP — **$517,725**

(Scale: $0, $100,000, $200,000, $300,000, $400,000, $500,000, $600,000)
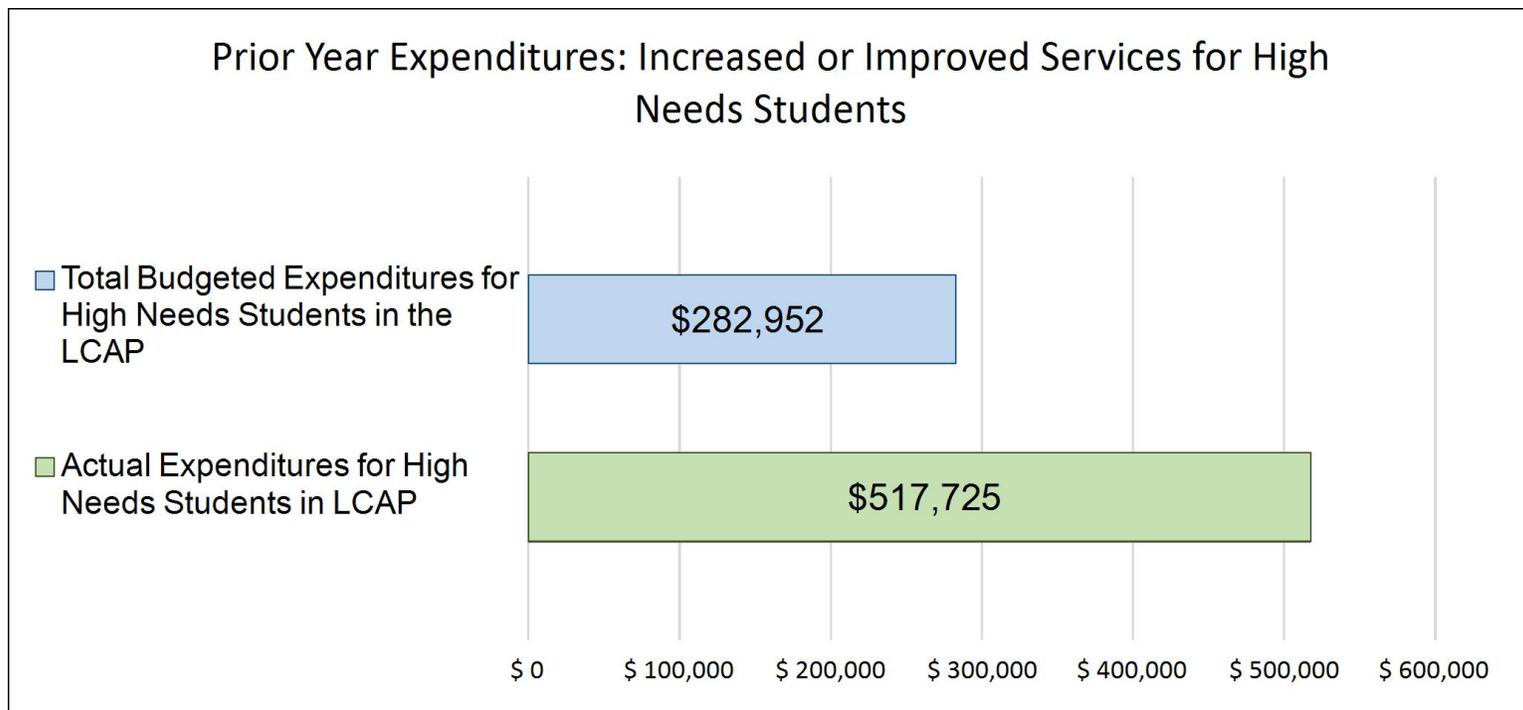
This chart compares what Magnolia Science Academy 6 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy 6 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Magnolia Science Academy 6's LCAP budgeted $$282,952.00 for planned actions to increase or improve services for high needs students. Magnolia Science Academy 6 actually spent $$517,725.41 for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy 6	James Choe Principal	jchoe@magnoliapublicschools.org 310-842-8555

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The following methods have been used to communicate with stakeholders and received feedback on the usage of funds for the Educator Effectiveness Block Grant:
1. PTF/SSC
2. Coffee with the principals
3. Staff meetings
4. Leadership meetings; principals and deans
5. ParentSquare message/Text/Voicemail

The following methods will be used to communicate with stakeholders and receive feedback on the usage of funds for the Expanded Learning Opportunities Program:
1. Existing meeting structures
2. PTF/SSC/ELAC
3. Coffee with the principals
4. Staff meetings
5. ParentSquare message/Text/Voicemail
6. Social media; Facebook and Twitter
7. Websites; msa6.magnoliapublicschools.org
8. New meetings/New communications if needed

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

In order to keep high quality education at Magnolia Science Academy 6, we plan on using our concentration grant add-on to help with retention bonuses, at the end of the school year. This year and the past year, there has been a shortage of teachers and we would like for our teachers to stay with our school for as long as possible. They have been doing an excellent job making sure that our students are well taken care of and getting them ready for the upcoming school year's curriculum. With any leftover money, we are looking to invest in a paraprofessional who can help out the teachers and students in the classrooms.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Stakeholder collaboration has been a priority for Magnolia Science Academy 6 in the development of the schoolwide action plan/LCAP and ESSER III funds. In an effort to engage all stakeholders in the review of the student data and the development of the school-wide action plan, collaborative meetings have taken place regularly. Some of the meetings we held are Town Hall meetings, Parent Task Force meetings, School Site Council meetings, ELAC meetings, Annual Title 1 Meeting, Department meetings, and Grade Level Meetings.

MSA-6 has provided many community engagement opportunities during the 2020-2021 school year to gather feedback to inform the development of the Expanded Learning Opportunities Grant Plan (ELOG) and the Local Control Accountability Plan (LCAP). The feedback that we received for the ELOG and LCAP is used in the development of this ESSER III expenditure plan. In addition, we received feedback from MSA-6 staff (which includes administrators, teachers, resource specialists, office personnel, and paraprofessionals) during our regular weekly staff meeting (on 10/13/2021) and we received feedback from staff, parents, and community members during our School Site Council and Annual Title 1 meeting. The draft of the plan was presented to our parents in the monthly Parent Task Force (PTF) meeting (on 8/26/2021) and parents were asked to provide feedback pertaining to the use of ESSER III funds. We also received feedback from our students via annual surveys that show the challenges, needs, and successes of the school from the lens of our students. Additionally, the families that speak languages other than English also attended all of our meetings. For those parents, we provided translation services. Also, we have had meetings held for English speaking and Spanish only speaking parents so that the information related to school issues were provided to those parents in their language.

All administrators: principals, deans of academics, and deans of students met regularly to ensure that the funds for this plan are well utilized, sourced, and spent. Additionally, the paraprofessionals, teacher aides, outside duty supervisors, custodial staff, afterschool supervisors, and all other educators were involved in the preparation of this plan to make sure it will address the needs of our students. In terms of special education administrators, The Director of Special Education and Support Services for the MPS has been involved in the planning phase of MSA-6's ESSER III plan. The tribes and civil right organizations including disability rights organizations are not represented in MSA-6's

community. Finally, the school held School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings where Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth (N/A), migratory students(N/A), children who are incarcerated (N/A), and other underserved students. Also, at the home office level, the feedback from Director of Special Education and Support Services, Director of Student Services, and all other department heads who work closely with the students at MSA-6 campus were welcomed and honored. In order to address public at large, we have had our ESSER III plan presented during a regular MPS Governing board meeting for public comment, as well.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The ESSER 3 funds success and challenges were as follows:

Success:
1. We were able to vote and extend the school calendar by 5 more days to address the learning loss.
2. Hiring of two multiple subject teachers to teach Science and Math and one Social Science teacher.
3. To continue the employment of our current office manager.
4. We were able to build a summer school program for the 2021 summer month, July.
5. After school programs and tutoring programs also have been implemented to help with any learning loss.

Challenges:
1. The year started sooner due to the addition of 5 more school days. However, we needed to move so we lost a lot of preparation time (beginning of the school year type of meetings) to be ready for the school year. But we managed to meet periodically to make sure that basic functions were in place for the beginning of the school year.
2. We lost a math/science teacher during the winter break and cannot find a replacement.
3. Due to our move, we needed to contract with a bus vendor who takes our kids back to our old location. This leads to low attendance for our after-school programs. Our after-school club attendance is very low, with around only 10% of our kids at school.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Here is our current year to date funding (2/2/2022) for ESSER III and for the In-Person Instruction:

ESSER
MSA-6
Certificated Salaries 88,882
Classified Salaries 39,503
Employee Benefits 28,504
Books and Supplies 0
Services and Other operating Expenses 0
Capital Outlay and Decpreciation 0
Other Outflows 0
Total Expense 156,889

In Person Instruction
MSA-6
Certificated Salaries 6,896
Classified Salaries 0
Employee Benefits 1174
Books and Supplies 0
Services and Other operating Expenses 0
Capital Outlay and Decpreciation 0
Other Outflows 0
Total Expense 8,070

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget

Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "*A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.*"

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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	James Choe Principal	jchoe@magnoliapublicschools.org (310) 842-8555

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 86 students in grades 6-8, and mainly draws enrollment from Palms and Mid-city, CA and its 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 amounts of PBIS awards.
- 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
- 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.

- 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.

Magnolia Science Academy-6's 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

Magnolia Science Academy-6 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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this 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 8 PTF meetings, 8 SSC meetings, 3 ELAC meetings, at least 4 parent activities/events (Parent College), 8 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. All of our stakeholders parents, students, and staff participated in this survey. MSA-6 staff has also made 27 home visits during this school year and sought feedback from the parents for school improvement.

A summary of the feedback provided by specific educational partners.

Parent Advisory Committee (PAC)/Parents:
MSA-6 is moving to Wilton ES for 2022-2023 school year. We have yet to seen the facilities and how we will be able to use it. 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 Wilton ES for some sport programs and put efforts to offer arts and music programs afterschool.

Staff:
Based on staff surveys staff would like to see more help in the Special Education department.

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 2022-23 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 2022-23 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 input from educational partners.

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	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	2021-22: 0			2023-24: 0
Percentage of students without access to their own copies of standards-	2020-21: 0%	2021-22: 0%			2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
aligned instructional 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	2021-22: 0			2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 86%	2021-22: (Spring 2021 to Fall 2021) 75%			2023-24: (Spring 2023 to Fall 2023) 85%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 99.1%	2021-22: (As of 5/12/22) 97.7%			2023-24: 97%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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	$10,800.00	No

Action #	Title	Description	Total Funds	Contributing
		for the students, they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory training, and other HR-related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: n/a		
1.2	Instructional materials and technology	Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review 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. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom	$82,139.00	No

Action #	Title	Description	Total Funds	Contributing
		supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: 5940 Technology Funding Source: Federal Resource Code: 4035 Title II Amount: $909		
1.3	Clean and safe facilities that support learning	Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security, and high-quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM-focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor 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. 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	$249,091.00	

Action #	Title	Description	Total Funds	Contributing
		services, health and safety-related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: n/a		
1.4	Healthy and nutritious meals	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. Expenditures associated with this action include the following: student meals, water, and refreshments. The following expenditures will be funded by federal Title funds: n/a	$9,000.00	Yes
1.5	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 the business operations of schools, which reduces program and operations-related	$107,974.00	No

Action #	Title	Description	Total Funds	Contributing
		burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office-related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: n/a		

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.

1.1 At the end of the 2020-2021 School year, we had two teachers who had left. The math and science teacher for 7th and 8th grade. These teachers left due to the commute.

We were able to hire a 7th and 8th-grade science and math teacher to replace the teachers who left.
We were able to hire a Special Education Coordinator that we had contracted last year through Stepping Stones. This staff member became a full time employee of MSA6.

On top of this, we spent $49,500 more than our planned actions. This is due to our full-time staff receiving bonuses that would help keep our retention numbers high for the next school year.

1.2 Magnolia Science Academy 6's planned expenditure for this year was $82,287. Our actual amount of spending was $78,139.06. We spent around $3,000 less than we had anticipated.

1.3 Magnolia Science Academy 6's planned expenditure for this year was $255,000. Our actual amount of spending was $344,516. We spent around $89,000 more than we had anticipated.

1.4 Magnolia Science Academy 6's planned expenditure for this year was $9,000. Our actual amount of spending was $9,000. We spent exactly what we had anticipated.

1.5 Every year, we are striving to make sure that we have properly credentialed teachers in the classroom. With the support of the Home Office, and a dedicated budget for the miscellaneous things like fingerprints, TB tests,...etc. We may want to think of annual bonuses for retention in order to hold onto our teachers. Our teachers are talented and we would like to continue growing with each other.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

1.1 Budgeted Amount: $10,300
Actual as of 6/3/2022: $ 60,300.00

Difference: $50,000

1.2 "Budgeted Amount: $82,287
Actual as of 6/3/2022: $ 78,139.00

Difference: -$4148

1.3 Budgeted Amount: $255,000
Actual as of 6/3/2022: $344,516

Difference: $89,516"

1.4 Budgeted Amount: $9,000
Actual as of 6/3/2022: $9,000

Difference: $0

1.5 Budgeted Amount: $71,896
Actual as of 6/3/2022: $90,105

Difference: $18,209

An explanation of how effective the specific actions were in making progress toward the goal.

1.1 "The planned expenses were to help with any making sure that we have properly credentialed teachers. This means that we needed our staff members to have live scans. In addition to this, we needed to make sure that we had fire permits and other additional funds to make sure that we could also contribute to the adjusted retirement fee.

As of early June, all of our staff members have turned in their agreements. We believe that the bonus of $4,500 was partially the reason why we had all of our staff members return their agreements."

1.2 With distance learning in the past, we have learned that we need to make sure that we are up to date with our technology. Being back at school gave us an opportunity to apply what strategies we learned during our time away from a physical school site into the physical classroom. We were able to purchase some programs that we became familiar with during distance learning, and implement them in class this year. This helps our goal of having basic, high-quality instruction.

1.3 "Providing a means of transportation to our new site was very helpful in keeping our enrollment. Students were told that we were going to move late in the school year, last year, and it did not give them enough time for them to prepare transportation for the new site. Our new site, Pio Pico, was a well-kept/maintained site. This made the staff and students feel that they were in a clean and safe school.

1.4 In addition to our food services from Better4You, we had other basic services for our staff and students. These services were; water, refreshments, and miscellaneous items.

1.5 The support that is given from our Home Office Team, the Academic Team, the Operations Team, Human Resources, Accountability...etc. are an important part of our schools being able to run. The Home Office team helps us keep up-to-date with new laws and bills, keeps us informed about upcoming rules and regulations, and supports our school on a day-to-day level as well.

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.

1.1 Every year, we are striving to make sure that we have properly credentialed teachers in the classroom. With the support of the Home Office, and a dedicated budget for the miscellaneous things like fingerprints, TB tests,...etc. We may want to think of annual bonuses for retention in order to hold onto our teachers. Our teachers are talented and we would like to continue growing with each other.

1.2 We would like to continue with our current technology program in order to have basic high-quality learning. We would like to also have a line item for our budget to include a new set of Chromebooks for the incoming students, next year.

1.3 "Magnolia Science Academy 6 will need to have bus transportation for the next year and possibly for the following year as well.
We will have a new rent and lease agreement which should be less than our current year's rent.

1.4 We will keep our budget the same for this action since we spent exactly the amount that we budgeted.

1.5 We need to increase our budget for the upcoming year to match how much we spent this year. The services that are currently provided are needed for our school to run. In addition to the current services, we believe that we would need to build a marketing department to showcase all the good work that our schools have done to the public. This in turn could help out with public relations and with enrollment.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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	2020-21: 90%	2021-22: (As of 5/13/22) 75%			2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Source: Local 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%	2021-22: (As of 5/13/22) 100%			2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 5/13/22) 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%	2021-22: (As of 5/13/22) 108%			2023-24: 100%
Percentage of students who have	2020-21: (First semester)	2020-21: (Second semester)			2023-24: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	80%	94%			
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 65.1	2021-22: (As of 5/13/22) 125.8			2023-24: 60.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: • All Students: 46.26% • English Learners: 12.51% • Socioeconomically Disadvantaged: 44.96% • Students with Disabilities: 9.68% • African American: 50% • Hispanic: 44.21%	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.			2022-23: • All Students: 50.00% • English Learners: 17.00% • Socioeconomically Disadvantaged: 50.00% • Students with Disabilities: 15.00% • African American: 51.00% • Hispanic: 48.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: • All Students: 52.33% • English Learners: 28.57% • Students with Disabilities: 36.36% • Hispanic: 51.90% • White: N/A IAB ELA Level 3 and 4 Projection (5/13/22): • All Students: 53.85%			
Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: (2019 Dashboard) • All Students: 16.3 points below standard • English Learners: 48.3 points below standard • Socioeconom ically	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress (MAP)-Reading			2022-23: (2023 Dashboard) • All Students: 9.0 points below standard • English Learners: 41.0 points below standard • Socioeconom ically

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Disadvantaged: 19.7 points below standard • Students with Disabilities: 97.8 points below standard • African American: 7.1 points below standard • Hispanic: 21.4 points below standard	assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: • All Students: 65.8% • English Learners: 69.2% • Students with Disabilities: 45.5% • Hispanic: 63.0% • White: N/A			Disadvantaged: 12.0 points below standard • Students with Disabilities: 80.0 points below standard • African American: 1.0 points below standard • Hispanic: 13.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2020-21: • All Students: 61.6% • English Learners: 53.1% • Socioeconomically Disadvantaged: 65.0%	Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: • All Students: 65.8% • English Learners: 69.2%			2023-24: • All Students: 65% • English Learners: 65% • Socioeconomically Disadvantaged: 65%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Students with Disabilities: 45.5% • African American: 58.3% • Hispanic: 63.3%	• Students with Disabilities: 45.5% • Hispanic: 63.0% • White: N/A			• Students with Disabilities: 65% • African American: 65% • Hispanic: 65%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: • All Students: 38.36% • English Learners: 12.51% • Socioeconomically Disadvantaged: 38.28% • Students with Disabilities: 12.90% • African American: 35.71% • Hispanic: 36.50%	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Mathematics -			2022-23: • All Students: 41.00% • English Learners: 17.00% • Socioeconomically Disadvantaged: 41.00% • Students with Disabilities: 17.00% • African American: 41.00% • Hispanic: 41.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Proficiency Projection for 2021-22 SBAC: • All Students: 24.71% • English Learners: 7.14% • Students with Disabilities: 0.00% • Hispanic: 26.92% • White: N/A IAB Math Level 3 and 4 Projection (5/13/22): • All Students: 46.36%			
Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: (2019 Dashboard) • All Students: 35.9 points below standard • English Learners: 61.1 points below standard • Socioeconomically Disadvantaged: 39.4	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of			2022-23: (2023 Dashboard) • All Students: 29.0 points below standard • English Learners: 54.0 points below standard • Socioeconomically Disadvantaged: 32.0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	points below standard • Students with Disabilities: 98.5 points below standard • African American: 35.0 points below standard • Hispanic: 41.6 points below standard	students meeting their growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: • All Students: 77.2% • English Learners: 69.2% • Students with Disabilities: 72.7% • Hispanic: 78.1% • White: N/A			points below standard • Students with Disabilities: 88.0 points below standard • African American: 28.0 points below standard • Hispanic: 33.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2020-21: • All Students: 60.0% • English Learners: 56.3% • Socioeconomically Disadvantaged: 58.0% • Students with Disabilities: 57.1%	Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: • All Students: 77.2% • English Learners: 69.2% • Students with Disabilities: 72.7%			2023-24: • All Students: 65.0% • English Learners: 65.0% • Socioeconomically Disadvantaged: 65.0% • Students with Disabilities: 65.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• African American: 33.3% • Hispanic: 63.0% • White: *	• Hispanic: 78.1% • White: N/A			• African American: 65.0% • Hispanic: 65.0% • White: 65.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: (2019 Dashboard) 44.8%	2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. 2022 ELPAC Percentage of Students at Each Performance Level: • Level 4: 31.25% • Level 3: 43.75% • Level 3: 18.75% • Level 1: 6.25%			2022-23: (2023 Dashboard) 47.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 12.1%	2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.			2023-24: 15.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2022 ELPAC Percentage of Students Level 4: 31.25%			
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: • All Students: 10.35% • Socioeconom ically Disadvantag ed: 4.35% • Hispanic: 4.26%	CAST assessments were waived during the 2019-20 and 2020-21 school years.			2022-23: • All Students: 16.00% • Socioeconom ically Disadvantag ed: 10.00% • Hispanic: 10.00%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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.	$444,665.00	No

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: 3500 Unemployment Insurance Funding Source: Federal Resource Code: 3010 Title I Amount: 36.608 3400 Health & Welfare Benefits Funding Source: Federal Resource Code: 3010 Title I Amount: 1478.16 3300 OASDI/Medicare Funding Source: Federal Resource Code: 3010 Title I Amount: 265.408 3100 STRS Funding Source: Federal Resource Code: 3010 Title I Amount: 3496.064 1100 TeacherSalaries Funding Source: Federal Resource Code: 3010 Title I Amount: 18304		
2.2	Professional development for high-quality instruction	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high-quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development	$22,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high-quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees. The following expenditures will be funded by federal Title funds: 5864 Prof Dev-Other Funding Source: Federal Resource Code: 4035 Title II Amount: $10,000		
2.3	MTSS - Academic enrichment, intervention, and student support	Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)	$369,707.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Accelerated Reader, Lexercise, ST Math, Standards Plus, Quizizz, Padlet, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, Listenwise, Grammarly, Cambium Learning, ABC Mouse, Learning A-Z, Cityspan, Flocabulary, Alexandria Library, Nearpod, Newsela, and myON.) The following expenditures will be funded by federal Title funds: 4340 Educat Software Funding Source: Federal Resource Code: 3010 Title I Amount: $18,973 3500 Unemployment Insurance Funding Source: Federal Resource Code: 3010 Title I Amount: 13.5 3300 OASDI/Medicare Funding Source: Federal Resource Code: 3010 Title I Amount: 97.875 3100 STRS Funding Source: Federal Resource Code: 3010 Title I Amount: 1289.25 1100 TeacherSalaries Funding Source: Federal Resource Code: 3010 Title I Amount: 6750 4340 Educat Software Funding Source: Federal Resource Code: 4127 Title IV, Part A ESEA (ESSA) Amount: $6,200		
2.4	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	$102,404.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and the CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees. The following expenditures will be funded by federal Title funds: 3500 Unemployment Insurance Funding Source: Federal Resource Code: 3010 Title I Amount: 12.76 3400 Health & Welfare Benefits Funding Source: Federal Resource Code: 3010 Title I Amount: 492.72 3300 OASDI/Medicare Funding Source: Federal Resource Code: 3010 Title I Amount: 92.51 3100 STRS Funding Source: Federal Resource Code: 3010 Title I Amount: 1218.58 1100 TeacherSalaries Funding Source: Federal Resource Code: 3010 Title I Amount: 6380		

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

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

The following expenditures will be funded by federal Title funds: N/A | $173,948.00 | 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.

2.1 There were no substantive differences between our estimated and actual spending. Magnolia Science Academy 6 continues to offer a standards-based curriculum throughout its regular school day. All core classes are being taught and in addition to the core classes, we also have Physical Education, Life Skills, Enrichment classes for math and ELA, and a homeroom/SSR/advisory class at the beginning of the school day. We also round out our student's education with after-school clubs. During this time, we have students join our STEAM team, our Art club, Journalism, and our Tutoring clubs. At least one or two of these clubs are offered throughout the week.

2.2 There were little substantive differences between our estimated and actual spending. Magnolia Science Academy 6 is doing the following actions to help develop high-quality instruction inside the classrooms:

Going to all the professional development opportunities that the Home Office provides: CRT training in the summer and in the fall. Have teachers do their self-assessment and go over their self-assessment throughout the year in order to see how much the teachers are progressing throughout the year. Teachers are encouraged to find their own PD's of their own choosing, something that they have a high interest in. Staff meetings are going to be redesigned so that staff will have more time for collaboration during these times. Some of the items we will continuously revisit are; classroom management, ELD strategies, UDL strategies, best practices...etc. The administration has created opportunities for co-teaching throughout the school year in order to support one another. A Magnolia veteran teacher is helping and coaching the newer Magnolia teachers.

Administration is requesting check-ins every few weeks to make sure that they are being supported on anything else.

2.3 Magnolia Science Academy 6 has several implementations that have been developed in order to support MTSS.

ACADEMICS
- Classes are now on a 90-minute block schedule in order to program more in-class practice and work time for the students with their teachers. Each teacher has programmed between 20 and 40 minutes of student work time within the 90-minute class period.
- Staff have been tasked to co-teach in classes to aid their cohort by lowering the student/teacher ratio, providing more support to students with disabilities and those needing more attention, supplementing behavior control and culture development, and providing informal, collaborative feedback to both the primary teacher and their students.
- Intervention groups are already developed and meet between once and twice per week in Math and ELA to further support students.
- After-school tutoring is now offered 5 days per week after school.
- Two paraprofessional aides also spend time in the classrooms that do not have a co-teacher in order to focus on students with disabilities, and students with greater need, and to offer assistance and tutoring as needed.

BEHAVIOR (CULTURE and DISCIPLINE)
- Daily student/staff 1-to-1 interaction at check-in and check out of school to promote presence and foster relationship building.
- Bi-Weekly PBIS raffles to highlight student achievement and reward positive behavior
- "Walk with the Dean" led by DoS to have elongated 1 to 1 check-in sessions wit students, especially those at risk. 10 minute walk with one designated student per day

- Additional forms of contact with parents and students through online resources like ParentSquare, social media, phone calls, and Infinite Campus
- Active Reflection: walking with students that are in reflection for behavior issues to discuss goal setting and behavior progress monitoring.

2.4 No substantive differences. At Magnolia Science Academy 6 the designated ELD classes are now being taught by two teachers to give students more support. Designated ELD program is during the first period of the day, 5 days a week. ELD coordinator is continuously updating our teachers on who the EL students. ELD coordinator will do ELAC meetings, although we have less than 21 EL students. ELD coordinator will continuously update the staff on what is going on in the designated ELD class in order to carry that over to the regular classes. Teachers are also incorporating ELD strategies in order to help students understand their classes. One of the two teachers who is teaching designated ELD is currently in a professional development setting with LACOE to further improve her knowledge on ELD strategies.

2.5 There were substantive differences due to the low amount of students with an IEP. Due to the low amount of students, the number of services that we had anticipated spending on was less. This year, we spent about $40,000 less than what we had anticipated spending.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

2.1 Estimated: $452,019.00 Actual: $ 435,257.81 Difference: -$16,762

2.2 Estimated: $15,616 Actual: $13,500 Difference: -$2,116

2.3 Estimated: $267,900.00 Actual: $252,272.40 Difference: -$15,628

2.4 Estimated: $93,812 Actual: $93,519 Difference: -$293

2.5 Estimated: $163,176 Actual: $123,211.66 Difference: -$39,964.34

An explanation of how effective the specific actions were in making progress toward the goal.

2.1 Magnolia Science Academy 6 has been able to implement its core curriculum, which includes Math, ELA, History, and Science. In addition to our core classes, we were able to round out our curriculum with PE and Life Skills. Lastly, our after-school programs help with any other programs that students want and teachers can provide.

2.2 We will be using data from different sources. We will use the IAB data to analyze how well our programs are working. We will also use formative assessments to help inform our instruction. Lastly, we will use summative assessments, the SBAC, and our MAP tests, to see if we are making progress toward our goal. The only summative information that is available for us now is our map testing, which is located at this link: https://docs.google.com/spreadsheets/d/1wSdSo41hthY0005OW71j-k-xmV4O8az0sQPs5G4_MuA/edit#gid=1514245097

2.3 Most of our monies spent in Goal 2 action 3 were spent on personnel and in educational programs. For teachers and staff, we needed to make sure that we had enough staff members to help out with MTSS. With our current staff, we were able to have extra help in our classes with teacher aides. Every grade level had a teacher's aide that helped out with the core classes.

2.4 This year, to meet the needs of our ELD students, we were able to have two credentialed teachers in the designated ELD class. At the end of the school year, the ELPAC test is administered to these students. This year, we were able to see 5 students, out of 19 students score an overall 4 on the test (the highest score). This is nearly 26% of our students who are in the ELD class. We are in the process of reclassifying these students, pending parent approval.

2.5 For our SPED services, we were able to have annual meetings and tri-annual meetings with all of our students who had an IEP, on time. We were able to provide the necessary services that each IEP specified, which included accommodations like speech, extra time, APE, and more.

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.

2.1 Magnolia Science Academy will keep its after-school program the same for now. We would like to incorporate our parents to volunteer for after-school clubs in order to further enhance our after-school programs.

2.2 Next year, we are going to do the same types of PD's. However, we are also going to incorporate two major PD's throughout the year. The two PD's that we will have implement is MTSS (Multi tiered support system) for teachers who can help with motivating kids or doing intervention with students. We also will have another PD from Kagan Learning Strategies. This is a well-known company that helps give teachers tools to engage students in their studies.

2.3 Next year, we are going to do the same types of PD's. However, we are also going to incorporate two major PD's throughout the year. The two PD's that we will have implement is MTSS (Multi tiered support system) for teachers who can help with motivating kids or doing intervention with students. We also will have another PD from Kagan Learning Strategies. This is a well-known company that helps give teachers tools to engage students in their studies.   We will also have an intervention with our classes throughout the year as well, but we will modify it so that everyone has enrichment on Wednesdays, our short days.

2.4 We would like to continue doing what we are doing this year, for next year. Currently, the ELD class is structured in a way where the classes have a good teacher-to-student ratio, of 10:1.

2.5 Next year, we plan on keeping the same program that we have this year. However, our SPED teacher will drop from full-time to part-time. This is due to the low amount of students who have an IEP therefore we believe that we are able to start and finish the year with a part-time RSP teacher.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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%	2021-22: (As of 5/13/22) 1%			2023-24: 10%
Percentage of students in the current graduating class who	2020-21: (As of 4/16/21) 100%	2021-22: (As of 5/13/22) 100%			2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
have taken a 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%	2021-22: (As of 5/13/22) 96%			2023-24: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	Charter School will promote a college-going culture through college visits, college/career days, and other college-related activities. Expenditures associated with this action include the following: college/career-related materials and activities. The following expenditures will be funded by federal Title funds:N/A		Yes

Action #	Title	Description	Total Funds	Contributing
3.2	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 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. Expenditures associated with this action include the following: supplemental science program fees. The following expenditures will be funded by federal Title funds: N/A	$2,000.00	Yes
3.3	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	$492.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: 4340 Educat Software Funding Source: Federal Resource Code: 4127 Title IV, Part A ESEA (ESSA) Amount: $492		
3.4	Physical education, activity, and fitness	Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals, or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds:	$132,182.00	Yes

Action #	Title	Description	Total Funds	Contributing
		4335 PE Supplies Funding Source: Federal Resource Code: 4127 Title IV, Part A ESEA (ESSA) Amount: $3,250		
3.5	Additional programs and activities that support well-rounded education	In an effort to provide a well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline, and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after-school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others. 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. The following expenditures will be funded by federal Title funds: 4326 Arts&MusicSupps Funding Source: Federal Resource Code: 4127 Title IV, Part A ESEA (ESSA) Amount: $1,300	$4,800.00	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.

3.1 Magnolia Science Academy 6 did not budget/spend any money on this item as either item doesn't apply to our school (6-8), or the expenditures were coded differently.

3.2 Magnolia Science Academy 6 did not budget/spend any money on this item as either item doesn't apply to our school (6-8), or the expenditures were coded differently.

3.3 There was little substantive difference. In this action due to us only using the money for a service called PearDeck. This is similar to Google Slides but is more interactive. This program helps our students become more engaged with lessons that teachers give to their students.

3.4 There was no substantive difference between this goal and action.

3.5 There was a substantive change in the estimated and actual cost to this action. This is to help with the cost of materials for miscellaneous clubs, STEAM team, and art supplies throughout the year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

3.1 Magnolia Science Academy 6 did not budget/spend any money on this item as either item doesn't apply to our school (6-8), or the expenditures were coded differently.

3.2   Magnolia Science Academy 6 did not budget/spend any money on this item as either item doesn't apply to our school (6-8), or the expenditures were coded differently.

3.3 Estimated: $2000
Actual: $492

Difference: -$1,508

3.4 Estimated: $120,105
Actual: $119,656

Difference: -$449

3.5 Estimated: $3,000
Actual: $3,300

Difference: $300

An explanation of how effective the specific actions were in making progress toward the goal.

3.1 Magnolia Science Academy 6 did not budget/spend any money on this item as either item doesn't apply to our school (6-8), or the expenditures were coded differently.

3.2 Magnolia Science Academy 6 did not budget/spend any money on this item as either item doesn't apply to our school (6-8), or the expenditures were coded differently.

3.3 Throughout the year, the PearDeck program has given students a way to answer questions anonymously. This helped our classes to have higher levels of engagement and learning.

3.4 Mr. Theis works closely with our PE teacher in order to make sure that our physical education department is promoting a healthy lifestyle to all our students. This year, we also included the SEL curriculum and the 3 R's curriculum into the PE curriculum to round out the program.

3.5 In order to have the materials for our miscellaneous clubs/STEAM team, and art, we needed to purchase supplies that go along with those clubs/teams.

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.

3.1 Magnolia Science Academy 6 did not budget/spend any money on this item as either item doesn't apply to our school (6-8), or the expenditures were coded differently.

3.2 Magnolia Science Academy 6 did not budget/spend any money on this item as either item doesn't apply to our school (6-8), or the expenditures were coded differently.

3.3 We plan to use PearDeck next year, and any other program that we find and vet, that will help with learning.

3.4   We plan to continue working on our curriculum as we did this year. However, we are also looking into another SEL program to supplement our current SEL program.

3.5 In order for us to have curriculum that is well-rounded, we needed to invest money in the different activities that have that is beyond our regular school curriculum. The after-school clubs, which includes STEAM team, Art, and any other club which may help round out our curriculum.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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	2021-22: (As of 5/13/22) 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) 3	2021-22: (As of 5/13/22) 2			2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 14	2021-22: (As of 5/13/22) 8			2023-24: 14
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 14	2021-22: (As of 5/13/22) 12			2023-24: 4
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: 20			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%	2021-22: (As of 5/13/22) 25.8%			2023-24: 25.0%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 96.48	2021-22: (P-2 ADA) 78.52%			2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 9.1%	2021-22: (As of 5/13/22) 33%			2023-24: 9.0%
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%	2021-22: (As of 5/13/22) 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%	2021-22: (As of 5/13/22) 0.00%			2023-24: 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 5/13/22) 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%	2021-22: Students: 100% Families: 100% Staff: 100%			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%	2021-22: Students: 77% Families: 99% Staff: 97%			2023-24: Students: 80% Families: 95% Staff: 90%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 95%	2021-22: (Spring 2021 to Fall 2021) 68%			2023-24: (Spring 2023 to Fall 2023) 85%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	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		Yes

Action #	Title	Description	Total Funds	Contributing
		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.

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

The following expenditures will be funded by federal Title funds: N/A | | |
| **4.2** | 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 | $134,619.00 | |

Action #	Title	Description	Total Funds	Contributing
		connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, Dean of Student salary and benefits, and Office Manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: 5800 ProfessServices Funding Source: Federal Resource Code: 3010 Title I Amount: $1,000 3500 Unemployment Insurance Funding Source: Federal Resource Code: 3010 Title I Amount: 2 3300 OASDI/Medicare Funding Source: Federal Resource Code: 3010 Title I Amount: 14.5 3100 STRS Funding Source: Federal Resource Code: 3010 Title I Amount: 191 1100 TeacherSalaries Funding Source: Federal Resource Code: 3010 Title I Amount: 1000		
4.3	MTSS - PBIS and SEL support	Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis, or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion	$6,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention, and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school 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 the greatest progress, and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: 4310 Ins Mats & Sups Funding Source: Federal Resource Code: 3010 Title I Amount: $500		

Action #	Title	Description	Total Funds	Contributing
4.4	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. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: • Panorama Education survey fees: Resource: Title I, Part A; Amount: $1,000	$1,000.00	Yes
4.5	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.	$228,967.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal Title funds: N/A		

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.

4.1 Magnolia Science Academy 6 did not budget/spend any money on this item as either item doesn't apply to our school (6-8), or the expenditures were coded differently.

4.2 Magnolia Science Academy 6 had a small substantive change for these funds. We used up all of our budget through hiring personnel, home visits, and having a parent college. These actions are to help build relationships with our families and our students.

4.3 There was a substantive difference between the budget and the actual budget. We mainly used these funds for our uniforms and to support our students for our homeless students.

4.4 There was no substantive difference with our estimated and actual budget for this action plan.

4.5 There was a substantive difference for this action/goal. We spent around $8,000 more than we had budgeted on marketing.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

4.1 Magnolia Science Academy 6 did not budget/spend any money on this item as either item doesn't apply to our school (6-8), or the expenditures were coded differently.

4.2 Budgeted: $114,369.00 Actual: $ 125,710.14 Difference: $11,341

4.3 Budgeted: $9,906 Actual: $5,196 Difference: -$4,710

4.4 Budgeted: $1,000 Actual: $1,000 Difference: $0

4.5 Budgeted: $2,500 Actual: $10,500   Difference: $8,000

An explanation of how effective the specific actions were in making progress toward the goal.

4.1 Magnolia Science Academy 6 did not budget/spend any money on this item as either item doesn't apply to our school (6-8), or the expenditures were coded differently.

4.2 This year, we were able to do a lot of home visits, more than any other year, in order to build relationships with our students/families. In addition to this, even though we were in a pandemic, we were still able to host a Parent Academy for our families. Lastly, we have one of our personnel members who is like the parent liason. This person bridges the gaps with our school.

4.3 In order to help students have basic materials, we provided our students with uniforms free of cost. We also wanted to make sure that we support our students who are homeless, additionally, by providing other basic necessities. We were able to provide backpacks and hygiene bags for many of our students.

4.4 In order to gauge how we are doing throughout the school year, we use surveys. These surveys are provided by Panorama survey multiple times throughout the year to gauge how our educational partners feel about our school. The survey is taken by our parents, students, and our staff members. At the end of each survey window, the survey is analyzed by the Home Office team and the school leadership team to see what we can do to improve and to see what we are doing that is going well.

4.5 In order to hit our enrollment target, we needed to spend our money on marketing items. These items include things like postcards, banners, any promotional items, and subscriptions that were needed for marketing. We need to keep marketing in order to make an impact on the community and its' surrounding areas to be the middle school of choice.

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.

4.1 Magnolia Science Academy 6 did not budget/spend any money on this item as either item doesn't apply to our school (6-8), or the expenditures were coded differently.

4.2 We plan to utilize the money the same way that we did this year. We hope that we are continuously able to build relationships with our families and that we need to spend more money in this category to strengthen the bond between our families and the school.

4.3 Since we moved from last year to this year, our enrollment dropped. Due to a lower number of students, we did not need to buy as many uniforms. We hope that we can improve our enrollment so that we can spend all of the budgeted amounts for MTSS, PBIS, and SEL support.   This includes things other than uniforms like prizes, raffles, and any other way to positively impact our culture at our school.

4.4 We plan on using the Panorama survey services for the upcoming year to continue our analyzation with how we are doing with school academics, behavior, culture and anything else related to school.

4.5 For the upcoming school year, we plan on investing a lot of money in marketing. Since we are moving, yet again, we need to focus on getting our name out in the community. We have been brainstorming about what we can do. Some of the things that we plan on doing are: getting postcards, tear away flyers, banners, sandwich boards, magnets, flags, community outreach events...etc. We hope that this can draw more attention to our school.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$404,525	$48,626.77

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.21%	0.00%	$0.00	38.21%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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, Magnolia Science Academy-6 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. Magnolia Science Academy-6 will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school

meal programs. Magnolia Science Academy-6 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 Magnolia Science Academy-6'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, Magnolia Science Academy-6 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 Magnolia Science Academy-6'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, Magnolia Science Academy-6 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. Magnolia Science Academy-6 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. Magnolia Science Academy-6 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 Magnolia Science Academy-6'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, Magnolia Science Academy-6 will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Magnolia Science Academy-6 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. Magnolia Science Academy-6 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. Magnolia Science Academy-6 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. Magnolia Science Academy-6 will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Magnolia Science Academy-6 will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Magnolia Science Academy-6 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 Magnolia Science Academy-6'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, Magnolia Science Academy-6 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

Magnolia Science Academy-6 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. Magnolia Science Academy-6'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. Magnolia Science Academy-6 strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Magnolia Science Academy-6'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, Magnolia Science Academy-6 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, Magnolia Science Academy-6 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 Magnolia Science Academy-6'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 slow-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, Magnolia Science Academy-6 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. Magnolia Science Academy-6 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. Magnolia Science Academy-6 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, Magnolia Science Academy-6 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. Magnolia Science Academy-6 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, Magnolia Science Academy-6 will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Magnolia Science Academy-6 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. Magnolia Science Academy-6 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 Magnolia Science Academy-6'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, Magnolia Science Academy-6 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. Magnolia Science Academy-6 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 (Magnolia Science Academy-6 uses the LCAP to serve as the SPSA), and WASC Self-Study. Magnolia Science Academy-6 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 Magnolia Science Academy-6'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, Magnolia Science Academy-6 needs to provide multiple channels to engage parents in decision making. Considering the needs of our unduplicated students and their families, Magnolia Science Academy-6 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. Magnolia Science Academy-6 chooses to utilize the LCAP to serve as the SPSA. Magnolia Science Academy-6 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, Magnolia Science Academy-6 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. Magnolia Science Academy-6 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 Magnolia Science Academy-6'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, Magnolia Science Academy-6 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. Magnolia Science Academy-6 will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Magnolia Science Academy-6 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. Magnolia Science Academy-6 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. Magnolia Science Academy-6 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. Magnolia Science Academy-6 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 Magnolia Science Academy-6'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. Magnolia Science Academy-6 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, Magnolia Science Academy-6 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. Magnolia Science Academy-6 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. Magnolia Science Academy-6 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. Magnolia Science Academy-6 will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Magnolia Science Academy-6 will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Magnolia Science Academy-6 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 (Magnolia Science Academy-6 uses the LCAP to serve as the SPSA), and WASC Self-Study. Magnolia Science Academy-6 wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Magnolia Science Academy-6'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, Magnolia Science Academy-6 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. Magnolia Science Academy-6 will annually administer school experience surveys to students, parents, and staff. Magnolia

Science Academy-6 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 Magnolia Science Academy-6'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. Magnolia Science Academy-6 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, Magnolia Science Academy-6 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. Magnolia Science Academy-6 will secure community support to sustain existing resources and add new resources that address emerging student needs. Magnolia Science Academy-6 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.

Magnolia Science Academy-6 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. Magnolia Science Academy-6 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. Magnolia Science Academy-6 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

Magnolia Science Academy-6 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. Magnolia Science Academy-6 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

Magnolia Science Academy-6 will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Magnolia Science Academy-6 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. Magnolia Science Academy-6 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. Magnolia Science Academy-6 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. Magnolia Science Academy-6 will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Magnolia Science Academy-6 will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Magnolia Science Academy-6 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

Magnolia Science Academy-6 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

Magnolia Science Academy-6 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. Magnolia Science Academy-6 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

Magnolia Science Academy-6 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. Magnolia Science Academy-6 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. Magnolia Science Academy-6 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

Magnolia Science Academy-6 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. Magnolia Science Academy-6 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, Magnolia Science Academy-6 will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Magnolia Science Academy-6 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. Magnolia Science Academy-6 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, Magnolia Science Academy-6 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. Magnolia Science Academy-6 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

Magnolia Science Academy-6 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. Magnolia Science Academy-6 chooses to utilize the LCAP to serve as the SPSA. Magnolia Science Academy-6 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, Magnolia Science Academy-6 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

Magnolia Science Academy-6 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. Magnolia Science Academy-6 will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Magnolia Science Academy-6 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. Magnolia Science Academy-6 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. Magnolia Science Academy-6 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

Magnolia Science Academy-6 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. Magnolia Science Academy-6 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. Magnolia Science Academy-6 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. Magnolia Science Academy-6 will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Magnolia Science Academy-6 will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Magnolia Science Academy-6 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

Magnolia Science Academy-6 will annually administer school experience surveys to students, parents, and staff. Magnolia Science Academy-6 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

Magnolia Science Academy-6 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. Magnolia Science Academy-6 will secure community support to sustain existing resources and add new resources that address emerging student needs. Magnolia Science Academy-6 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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Magnolia Science Academy-6 will use the extra funding from the concentration grant add-on funds to hire another staff member who will focus on giving aide to students who are; foster youth, English learners, and/or low-income students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$850,213.00	$608,820.00	$11,579.00	$611,676.00	$2,082,288.00	$1,394,065.00	$688,223.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Teacher assignments and credentials	All	$10,800.00				$10,800.00
1	1.2	Instructional materials and technology	All	$68,730.00	$10,500.00		$2,909.00	$82,139.00
1	1.3	Clean and safe facilities that support learning		$249,091.00				$249,091.00
1	1.4	Healthy and nutritious meals	Low Income	$9,000.00				$9,000.00
1	1.5	Well-orchestrated Home Office support services	All	$99,612.00		$4,079.00	$4,283.00	$107,974.00
2	2.1	Broad course of study and standards-based curriculum	All	$132,181.00	$17,093.00		$295,391.00	$444,665.00
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	$2,500.00	$10,000.00		$10,000.00	$22,500.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	$152,852.00	$177,530.00	$6,000.00	$33,325.00	$369,707.00
2	2.4	Designated and integrated ELD programs	English Learners	$94,207.00			$8,197.00	$102,404.00
2	2.5	Support for students with disabilities	Students with Disabilities		$157,078.00		$16,870.00	$173,948.00
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income					
3	3.2	STEAM and GATE programs	English Learners Foster Youth		$2,000.00			$2,000.00

2022-23 Local Control Accountability Plan for Magnolia Science Academy 6

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income				$492.00	$492.00
3	3.4	Physical education, activity, and fitness	Low Income		$19,341.00		$112,841.00	$132,182.00
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	$2,000.00		$1,500.00	$1,300.00	$4,800.00
4	4.1	Seeking family input for decision making	English Learners Foster Youth Low Income					
4	4.2	Building partnerships with families for student outcomes		$7,240.00	$1,811.00		$125,568.00	$134,619.00
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	$5,500.00			$500.00	$6,000.00
4	4.4	Annual stakeholder surveys	English Learners Foster Youth Low Income	$1,000.00				$1,000.00
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	$15,500.00	$213,467.00			$228,967.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$1,058,717	$404,525	38.21%	0.00%	38.21%	$282,559.00	0.00%	26.69 %	**Total:**	$282,559.00
								LEA-wide Total:	$282,559.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	$9,000.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$152,852.00	
2	2.4	Designated and integrated ELD programs	Yes	LEA-wide	English Learners	All Schools	$94,207.00	
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.2	STEAM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth	All Schools		

2022-23 Local Control Accountability Plan for Magnolia Science Academy 6

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools		
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
4	4.1	Seeking family input for decision making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,500.00	
4	4.4	Annual stakeholder surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,500.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,673,886.00	$1,765,676.05

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher assignments and credentials	No	$10,300.00	$60,300.00
1	1.2	Instructional materials and technology	No	$82,287.00	$78,139.06
1	1.3	Clean and safe facilities that support learning		$255,000.00	$344,516.68
1	1.4	Healthy and nutritious meals	Yes	$9,000.00	$9,000.00
1	1.5	Well-orchestrated Home Office support services	No	$71,896.00	$90,105.30
2	2.1	Broad course of study and standards-based curriculum	No	$452,019.00	$435,257.81
2	2.2	Professional development for high-quality instruction	Yes	$15,616.00	$13,500.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	$267,900.00	$252,272.40
2	2.4	Designated and integrated ELD programs	Yes	$93,812.00	$93,519.00
2	2.5	Support for students with disabilities	No	$163,176.00	$123,211.66

2022-23 Local Control Accountability Plan for Magnolia Science Academy 6

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	College/Career readiness programs and activities	Yes		
3	3.2	STEAM and GATE programs	Yes		
3	3.3	Digital literacy and citizenship programs	Yes	$2,000.00	$492.00
3	3.4	Physical education, activity, and fitness	Yes	$120,105.00	$119,656.00
3	3.5	Additional programs and activities that support well-rounded education	Yes	$3,000.00	$3,300.00
4	4.1	Seeking family input for decision making	Yes		
4	4.2	Building partnerships with families for student outcomes		$114,369.00	$125,710.14
4	4.3	MTSS - PBIS and SEL support	Yes	$9,906.00	$5,196.00
4	4.4	Annual stakeholder surveys	Yes	$1,000.00	$1,000.00
4	4.5	Community outreach and partnerships	Yes	$2,500.00	$10,500.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$271,685.00	$282,952.00	$517,725.41	($234,773.41)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	$9,000.00	$6,000.00		
2	2.2	Professional development for high-quality instruction	Yes	$12,000.00	$13,500.00		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	$159,439.00	$250,272.40		
2	2.4	Designated and integrated ELD programs	Yes	$89,107.00	$93,519.00		
3	3.1	College/Career readiness programs and activities	Yes				
3	3.2	STEAM and GATE programs	Yes				
3	3.3	Digital literacy and citizenship programs	Yes		$492.00		
3	3.4	Physical education, activity, and fitness	Yes		$137,446.01		
3	3.5	Additional programs and activities that support well-rounded education	Yes	$1,000.00	$1,300.00		
4	4.1	Seeking family input for decision making	Yes				
4	4.3	MTSS - PBIS and SEL support	Yes	$8,906.00	$3,696.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.4	Annual stakeholder surveys	Yes	$1,000.00	$1,000.00		
4	4.5	Community outreach and partnerships	Yes	$2,500.00	$10,500.00		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$666,015	$271,685.00	0.00%	40.79%	$517,725.41	0.00%	77.73%	$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners 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* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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

2022-23 Local Control Accountability Plan for Magnolia Science Academy 6

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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.

- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **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.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

  - This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table
Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  o This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table
- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy 7
CDS Code: 19-64733-0117655
School Year: 2022-23
LEA contact information:
Meagan Wittek
Principal
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 2022-23 School Year

Projected Revenue by Fund Source

All federal funds, $425,155 7%
All local funds, $244,172 , 4%
All other state funds, $1,543,780 , 26%
Total LCFF funds $3,704,027 63 %
All Other LCFF funds, $2,774,837 , 47%
LCFF supplemental & concentration grants, $929,190 , 16%
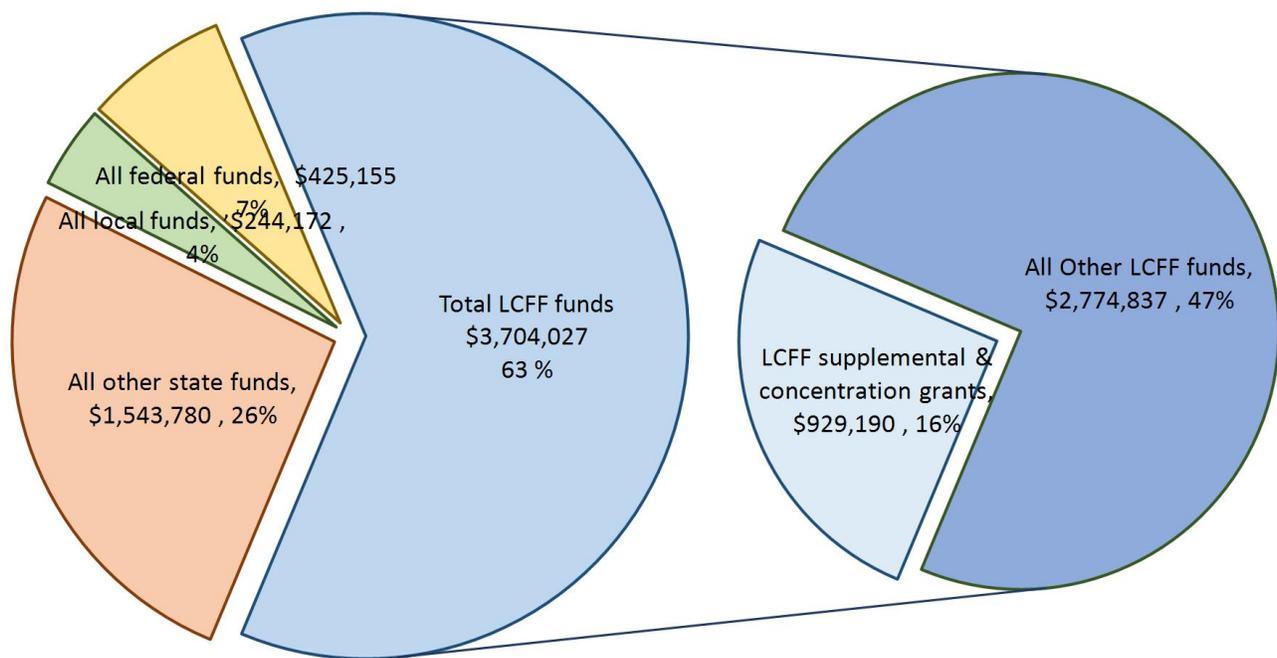
This chart shows the total general purpose revenue Magnolia Science Academy 7 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy 7 is $5,917,134, of which $3704027 is Local Control Funding Formula (LCFF), $1543780 is other state funds,

$244172 is local funds, and $425155 is federal funds. Of the $3704027 in LCFF Funds, $929190 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $5,667,300	Total Budgeted Expenditures in the LCAP $5,667,300

(Bar chart: both bars reach to approximately the same height, with vertical axis marked $0, $1,000,000, $2,000,000, $3,000,000, $4,000,000, $5,000,000, $6,000,000)
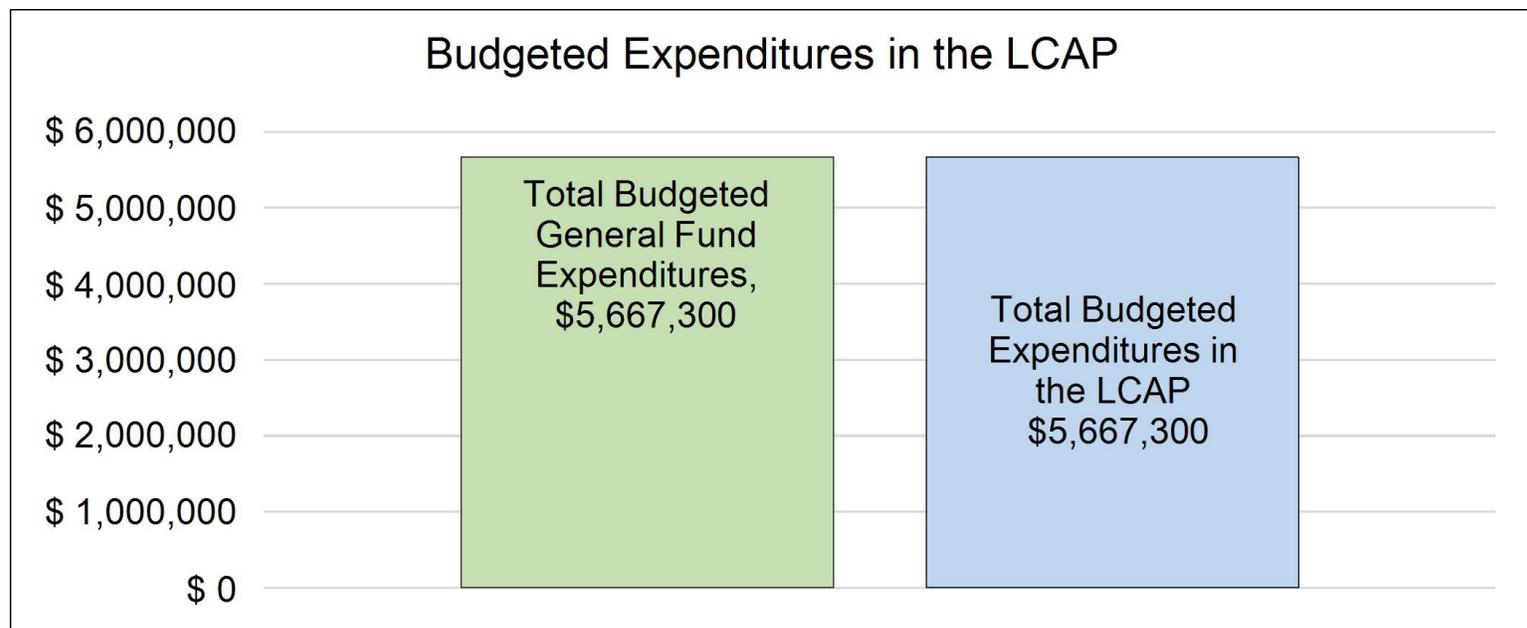
This chart provides a quick summary of how much Magnolia Science Academy 7 plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy 7 plans to spend $5,667,300 for the 2022-23 school year. Of that amount, $5,667,300 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:

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Magnolia Science Academy 7 is projecting it will receive $929190 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 $794,292 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 2021-22

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $759,667

☐ Actual Expenditures for High Needs Students in LCAP — $1,295,415

(X axis: $ 0 $ 500,000 $ 1,000,000 $ 1,500,000)
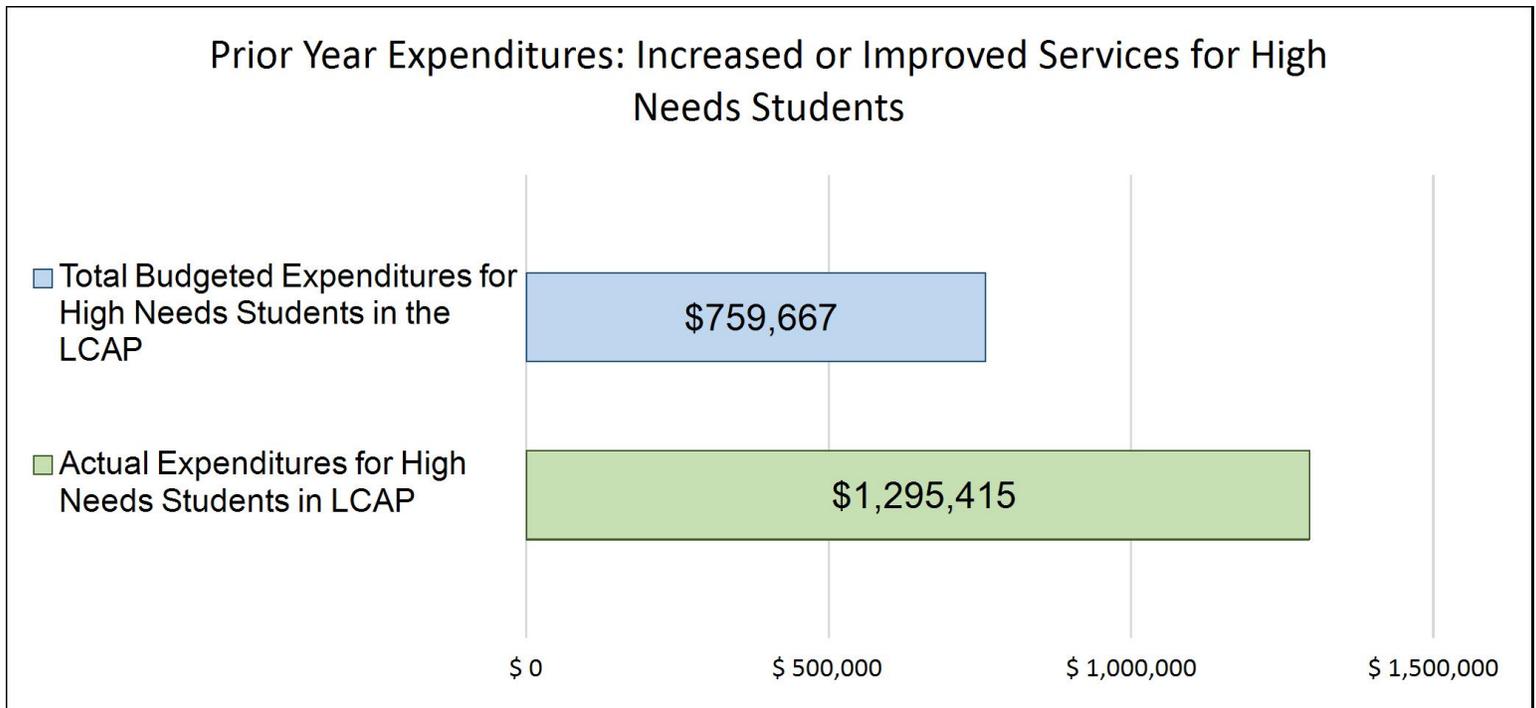
This chart compares what Magnolia Science Academy 7 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy 7 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Magnolia Science Academy 7's LCAP budgeted $$759,667.00 for planned actions to increase or improve services for high needs students. Magnolia Science Academy 7 actually spent $$1,295,414.60 for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy 7	Meagan Wittek Principal	mwittek@magnoliapublicschools.org 818 886-0585

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Educational Partner Engagement for Educator Effectiveness Block Grant:
- Presentation and draft of plans for usage of the funds were shared with school staff members during a staff meeting. Staff were sent a Google form and allotted time to provide feedback on the proposed usages of the funds.
- Presentation and draft of plan was shared with parents during the Parent Task Force (PTF) meeting. Time was allotted for questions and answers and feedback on the proposed usages of the funds.
- Plans were further discussed and developed during MPS Leadership meetings with Principals, Deans and Home Office Staff
- The Administration team met to review the staff and family feedback and make adjustments to the plan accordingly.

Expanded Learning Opportunities Program and Pre-K Planning and Implementation:
- We have not finalized planning for these funds as of yet therefore no Educational Partner Engagement has occurred but once we do, we will follow a similar structure for engaging our partners and collecting feedback in order to make informed decisions. This will include meetings with staff and parents meetings in the format of PTF, ELAC or SSC meetings.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

- Independent Study Teacher - hired a credentialed, multiple subject teacher who leads daily instruction, lesson planning and grading for 11 students who opted out of returning to in-person learning
- Retention Bonuses - will use some of these funds to provide retention bonuses for all staff members who have worked 80% of the school year or more
- School Psychologist - will use the remainder of the Concentration grant funds to cover additional funding to make a part time psychologist position into a full time position to support all students with behavior, SEL, and mental health support in addition to IEP caseload

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Stakeholder collaboration has been a priority for Magnolia Science Academy 7 in the development of the schoolwide action plan/LCAP and ESSER III funds. In an effort to engage all stakeholders in the review of the student data and the development of the school-wide action plan, collaborative meetings have taken place regularly. Some of the meetings we held are Town Hall meetings, Parent Task Force meetings, School Site Council meetings, ELAC meetings, Annual Title 1 Meeting, Department meetings, and Grade Level Meetings.

MSA-7 has provided many community engagement opportunities during the 2020-2021 school year to gather feedback to inform the development of the Expanded Learning Opportunities Grant Plan (ELOG) and the Local Control Accountability Plan (LCAP). The feedback that we received for the ELOG and LCAP is used in the development of this ESSER III expenditure plan. In addition, we received feedback from MSA-7 staff (which includes administrators, teachers, resource specialists, office personnel, and paraprofessionals) during our regular weekly staff meeting (draft of the plan was shared and followed by a Google form to collect feedback), and we received feedback from staff, parents, and community members during our School Site Council and Annual Title 1 meeting. The draft of the plan was presented to our parents in the monthly Parent Task Force (PTF) meeting and parents were asked to fill out a Google form to provide feedback pertaining to the use of ESSER III funds. We also received feedback from our students via annual surveys that show the challenges, needs, and successes of the school from the lens of our students. Additionally, the families that speak languages other than English also attended all of our meetings. For those parents, we provided translation services. Also, we have had meetings held for English speaking and Spanish only speaking parents so that the information related to school issues were provided to those parents in their language.

All administrators: principals, deans of academics, deans of students, and college counselor met regularly to ensure that the funds for this plan are well utilized, sourced, and spent. Additionally, the paraprofessionals, teacher aides, outside duty supervisors, custodial staff, afterschool supervisors, and all other educators were involved in the preparation of this plan to make sure it will address the needs of our students. In terms of special education administrators, The Director of Special Education and Support Services for the MPS has been involved in the planning phase of MSA-7's ESSER III plan. The tribes and civil right organizations including disability rights organizations are not represented in MSA-7's community. Finally, the school held School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings where Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth (N/A),

migratory students(N/A), children who are incarcerated (N/A), and other underserved students. Also, at the home office level, the feedback from Director of Special Education and Support Services, Director of Student Services, and all other department heads who work closely with the students at MSA-7 campus were welcomed and honored. In order to address public at large, we have had our ESSER III plan presented during a regular MPS Governing board meeting for public comment, as well.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Strategies for Continuous and Safe In-Person Learning:

- Hiring an IT coordinator - Support students and staff with increased IT needs including student chromebooks, upgraded internet, additional online resources, Independent Study student support, etc.

Successes:
We were able to hire an IT Coordinator who helped get all of our technology inventory organized and into the classrooms by placing one chromebook cart with 30 chromebooks in each classroom; assisted teachers with online programs; completed an internet and phone upgrade project; ordered and set up new laptops, projectors and document cameras as needed for staff
Challenges:
Our IT Coordinator resigned in December and we have not been able to fill the position yet

- Hiring a nurse from a third party vendor (Cross Country Education) - Nurse on site to assist with student health and safety, COVID compliance and testing and health screening/symptom checks

Successes:
It has been extremely helpful to have a nurse on-site everyday to assist with day to day health needs as well as all the COVID-19 health and safety items such as assist with COVID testing, symptom screening, and supervising students in the isolation area as needed
Challenges:
Ensuring we have funding to continue to have this position in future school years

- Hiring a full time PACE Coordinator - Parent and Community Engagement Coordinator to focus on family resources, support, student SEL events, enrollment, etc.

Successes:
Through this position we've been able to focus in re-engaging our families and community members upon our return to in-person learning, focus on enrollment recruitment, hold several successful fundraisers and school wide activities, and form new community partnerships with local businesses and repursues
Challenges:

2022-23 Local Control Accountability Plan for Magnolia Science Academy 7

Ensuring we have funding to continue to have this position in future school years

- Facility improvements, maintenance, and upgrades - Bi-monthly service of HVAC Systems; replacement of windows and doors for better ventilation

Successes:
We have been able to conduct bi-monthly HVAC service through a third party company (Christian Brothers), replace 9 of the classroom doors and are currently working on a project to install permanent shade structures outdoors for the students to play, eat, and work under
Challenges:
The proposed window project is going to cost more than we had planned so it has been added to phase 3 of our facility improvement plans for now

Addressing the Impact of Lost Instructional Time
- Hiring a part time intervention teacher - Intervention teacher will support small groups of students through data driven, targeted intervention in ELA and Math foundational skills

Successes:
This position was filled in August by one of our experienced multiple subject credentialed teachers. She works with 11 small groups weekly on acquiring foundational skills in ELA and Math and conducts periodic benchmark assessments which have shown evidence of growth for most students attending intervention
Challenges:
Having enough space for all student services groups to work has been a challenge; high number of student absences due to COVID restrictions resulting in students missing their intervention sessions

- Summer Learning Academy - Summer academic program during the month of July each year; open to all students, focus on ELA, Math and Science; allocated money covers cost of staff salaries, supplies, snacks, and other items needed to run the program efficiently

Successes:
Safe, challenging, and engaging option for students during summer vacation to help continue instruction and growth in ELA, Math and Science; approximately 120 students attend each summer
Challenges:
Finding enough teachers to lead the summer school classes has been a challenge in previous years which limits the number of students we can offer the program to

- Counseling Services for students through third party vendor (Mitchell Family Clinic) - Continue to provide counseling services for students as needed at no cost to the families; community partnership

Successes:
Students and families are able to get the support they need to work through challenging times and circumstances; convenient schedule and no cost to the families; can be in person or virtual
Challenges:

Not having enough counselors available to support the number of students and families requesting services; having sufficient space for all counselors to work with students

- Comprehensive After School/Extended Day with third party vendor (Arc) - Additional cost to subsidize ASES grant to extend hours for Wednesdays minimum day schedule

Successes:
Being able to provide students with extended time in the program allows for more engagement and more time for enrichment activities; minimum day schedule allows time for teachers and staff to participate in PD and have collaboration time
Challenges:
Arc has had difficulty finding additional staff members to come in at an earlier time since most of their staff are college students

Use of Any Remaining Funds
- Purchase of Interactive TV screens for classrooms - Interactive TV panels to be used in place of projectors and document cameras to increase student engagement and interaction; support visual learning for ELD and SPED students
Successes:
We have not purchased or started using these items yet

Challenges:
These purchases have been put on hold as we try to fill the IT manager position

- Purchase & installation of Fiber Optic Internet Switches - Improved internet speed and efficiency to support student and staff devices, online resources and technology supports
Successes:
Higher speed and better quality internet has allowed teachers to use more technology effectively in their classrooms to promote student engagement and participation
Challenges:
None now that every classroom has a chromebook cart and are able to access the online programs and technology resources

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

ESSER III Expenditure Plan:
- Hiring an IT coordinator
- Hiring a nurse from a third party vendor (Cross Country Education)

- Hiring a full time PACE Coordinator
- Facility improvements, maintenance, and upgrades
- Hiring a part time intervention teacher
- Summer Learning Academy
- Counseling Services for students through third party vendor (Mitchell Family Clinic)
- Comprehensive After School/Extended Day with third party vendor
- Purchase of Interactive TV screens for classrooms
- Purchase & installation of Fiber Optic Internet Switches

Year to Date Actuals:
- Certificated Salaries - $15,350
- Employee Benefits - $2,820

Total Expense - $18,170

Safe Return to In-Person Instruction Grant Year to Date Actuals:
- Certificated Salaries - $6,818
- Employee Benefits - $1,231

Total Expense - $8,049

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local

educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with

the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy 7	Meagan Wittek Principal	mwittek@magnoliapublicschools.org (818) 886-0585

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 has 280 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 64% Hispanic/Latino,14% White, 77% Socioeconomically Disadvantaged, 9% Special Education, and 31.4% English Learner population.

MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-7 is supplemented by tutoring, after-school programs, and school-to-out of school resources links.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

MSA-7 data manager, administration team, survey results and annual site visit auditors from LAUSD provided data and information available.

Due to school closures and pauses on state testing enforced in response to the COVID-10 Pandemic, there is no updated California Dashboard data. The data below is from the most recent Dashboard data available and identified areas of strength:
- Suspension Indictor on the California Dashboard is at a blue or very low rate and continues to maintain this measure
- English Language Progress Indicator on the California Dashboard is at a blue or very high level and continues to maintain this measure
- English Language Arts indicator on the California Dashboard is orange and all students made improvement from the spring of 2018 to fall of 2018.
- Mathematics indicators on the California Dashboard is also orange, LAUSD Site Visitors (Charter School Department Auditors) shared the comparison table of similar schools and according to it MSA-7 is higher than all shared (neighborhood) similar schools in ELA and MATH according to the 2018 SBAC results.

In terms of organizational, management, and programs area, LAUSD Charter School Department Site visitors gave MSA-7 a score of 4 and no score was given 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.
- 100% of our students have created and/or demonstrated a STEAM focused project this year as well as completed a Computer/Technology class.
- Educational partner approval rates of 77% for students, 98% for families, and 93% for staff

MSA-7 seeks to continually develop professional learning opportunities for all educational partners 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 knew that all of our students were going to need additional support and interventions as we returned to full time in-person learning this year in order to mitigate the learning loss caused by the school closures. However, looking at data including MAP assessments, benchmarks, reading levels, and classroom grades, we knew that our students identified as English Language Learners, Socioeconomically disadvantaged students, SPED students and Latino students presented a higher level of need. We put several plans in place to address these needs that will continue next year including:

- 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 (this will not continue for 2022-23)
- Hiring a full-time Parent and Community Engagement Coordinator to work with and support families and seek community resources
- Implementing a Guided Math program
- Additional mental health and SEL supports for students and staff

Some additional identified areas of need include:

- Per student and staff surveys, there is a need more enrichment programs such as sports and art. We are looking to add more sports-focused clubs next year as well as a TK-5th music and art program through a third party vendor
- Per staff and parent surveys, facility and playground upgrades are needed. Several projects have been completed and many more are scheduled.
- 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 continue to grow more comfortable with the transition 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 educational partners 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:
- Providing one time retention bonuses to all eligible staff members (Goal 1, Action 1)
- 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)
- Hiring a full time security guard from a third party vendor (Goal 1, Action 3)
- 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)
- Supporting 7 staff members with tuition reimbursement as they pursue higher education, teaching credentials, and induction programs. (Goal 2, 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)
- 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:
- Installation of playground shading and other facility improvements
- Adopting a new TK-2nd benchmark program to collect accurate data
- 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
- Addition of a music and arts program
- Addition of a Guided Math program

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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this 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 educational partners through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all educational partners 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 educational partners.

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 educational partners. These include 7 PTF/PAC meetings, 2 SSC meetings, 4 ELAC meetings, several parent activities/events, weekly staff meetings, and other educational partners 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 educational partners participated in this survey.

A summary of the feedback provided by specific educational partners.

School Site Council & ELAC Feedback:
10/26/21
- 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

2/11/22
- Discussed plans for ELOP funds, parents were on board and grateful for more after school program opportunities

Educational Partners Survey Feedback Summary:
- Strengths/Successes

1. Students approval rating for Climate of Support for Academic Learning remained at 80%, same as last year
2. Staff approval rating for Climate of Support for Academic Learning increased by 1 point from 97% to 98%
3. Staff approval rating for Knowledge and Fairness of Discipline, Rules and Norms stayed the same at 97%

- Highest Approval Rates

The topic with the highest approval rates for all three educational partner groups was Climate of Support for Academic Learning. We were grateful to see that all educational partners had high approval ratings for this category knowing what a challenging year this was for all and that we worked hard as a community to support one another and promote student learning as we transitioned back to an in person setting.

- Most Proud

We are most proud that all our educational partners 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 meet the needs of our community during a pandemic and as we begin to transition out of a pandemic. We were also very proud to see that the parent approval rating of Safety was 99%. Although this was a 1 point decline from last year, it is still very high. Considering how much had to be done and focused on in regard to health and safety this year and the fact that only six families chose to keep their students in Independent Study, we are relieved to see that our families felt safe sending their children to school with us during this stressful and unsure year.

- 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 not only learning loss but behavior, SEL, and mental health as we continue to transition out of a pandemic.

- Identified Needs

1. Climate of Support for Academic Learning-
Although the student approval rating for this topic stayed the same, it was the lowest of the three stakeholder groups (80%). We were pleased to see there wasn't a decline but feel the rating would have been higher if we had been able to bring our students back to the in person learning they were used to prior to the pandemic. There were still multiple health and safety protocols in place that made it difficult to fully support our students this year. 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 educational partner groups for this topic despite a 6 point decrease by students and families. We are also aware that this is an area of need as we have seen an increase in the amount and type of behaviors from our students this year.
3. Safety-
There was a decline in approval ratings this year for all three educational groups. They weren't significant, 3 points for students, 1 point for families, and 4 points for staff, but still something we need to be aware of and address. We know that coming back to in person learning in the middle of a worldwide pandemic made many people feel anxious about their health and safety. We also are aware that there have been a few unusual incidents this school year that could affect the members of our community feeling safe while at school. We are working to

address these and hope to avoid further incidents in the future.
4. Sense of Belonging (School Connectedness)-
We saw a decrease in approval rates in this area by all three educational partner groups. Students and families decreased by 2 points and staff more significantly by 13 points. We saw quite a big increase in this area last year despite being apart in distance learning so it was quite hard for us to see a decline upon our return to in person instruction. Although difficult to see, it's not surprising. During distance learning our team worked hard to engage and connect with one another, our students, families, and each other and I believe the rates attested to that. This year, we worked hard to stay healthy, stay open and address the many needs of our students. SEL and connectedness was a priority for the students but not as much for our staff. We also weren't able to have many if the events and gatherings we're used to having which attributed to this decline.

SELPA Feedback:
Based on previous feedback from our SELPA, it was 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 six that we would like to put the most focus and attention into. These six 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.
1. By July 2022, MSA 7 will implement a before-school program with educational partners. We will look into running our own program or outsourcing to arc using the ELOP funds.
2. Collaborate with Schools in Action to identify a new vendor or course of action to increase the food quality by June 30, 2022. SIA is putting a corrective action plan in place to address concerns.
3. Recess and lunch procedures will be revisited to implement post-pandemic protocols - this is currently happening and will be finalized by the start of 2022-23 school year.
4. Collaborate with the PBIS team to reflect glows and grows for this school year. Focus on future implementation of promising practices per survey responses. We need to assign a new PBIS Coach as ours is leaving to accept a new position. This will be addressed April 2022.
5. Continue working on expansion plans for more space by end of 2021-22 school year
6. Increase parent involvement. Work with the PACE Coordinator to create an action plan to re-engage families to acceptable levels per educational partner survey. This will be ready to launch in August 2022.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The Charter School LCAP committee has reviewed input from all educational partners 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)
- Hiring a full time security guard from a third party vendor (Goal 1, Action 3)
- 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)
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Other highlights include:

- Installation of playground shading and other facility improvements
- Adopting a new TK-2nd benchmark program to collect accurate data
- 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
- Addition of a music and arts program
- Addition of a Guided Math 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	2021-22: 1			2023-24: 0
Percentage of students without access to their own copies of standards-	2020-21: 0%	2021-22: 0%			2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
aligned instructional 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	2021-22: 0			2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 93.0%	2021-22: (Spring 2021 to Fall 2021) 100%			2023-24: (Spring 2023 to Fall 2023) 90.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 98.0%	2021-22: (As of 5/12/22) 95.3%			2023-24: 97.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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	$19,500.00	No

Action #	Title	Description	Total Funds	Contributing
		for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: N/A		
1.2	Instructional materials and technology	Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and 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. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and	$241,309.00	No

Action #	Title	Description	Total Funds	Contributing
		other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: Technology		
1.3	Clean and safe facilities that support learning	Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor 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. Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A	$750,553.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Healthy and nutritious meals	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. Expenditures associated with this action include the following: student meals, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A	$13,000.00	Yes
1.5	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.	$722,578.00	No

2022-23 Local Control Accountability Plan for Magnolia Science Academy 7

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: N/A		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 1 Action 1:
Planned Actions - teacher credentialing expenses, recruitment expenses (sign-in bonus, live scan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.
Actual Implementation of Actions - All planned actions were implemented except for performance pay. All students, TK-5th received quality instruction from fully credentialed teachers, with the exception of one who was working on an emergency CLAD. Ten new staff members were hired this school year resulting in a need to complete a live scan and be reimbursed for the fees. In addition to the planned actions, teacher retention bonuses were added to this goal and action causing the discrepancy in planned vs. actual expenditures

Goal 1 Action 2:
Planned Actions - 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.
Actual Implementation of Actions - All planned actions were implemented. 100% of all enrolled students had access to their own copies of standards-aligned instructional materials for use at school and at home. Our school has more than a one-to-one ratio for technology devices to students. We share an IT Manager with another school site so he works at each campus part-time.

Goal 1 Action 3:
Planned Actions - 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.)
Actual Implementation of Actions - All planned actions were implemented. Our current facilities are considered to be in "good repair". Multiple upgrade and maintenance projects were done or are in the process of being done including, new doors installed, playground shading installed, upgraded HVAC filtration system, repaired fencing, etc. Custodial and health and safety needs were a priority this school year to

help try and limit the spread of the COVID-19 virus upon our return to in-person learning, therefore more supplies were purchased and an additional full time custodian was hired.

Goal 1 Action 4:
Planned Actions - student meals, water, and refreshments.
Actual Implementation of Actions - Under the COVID-19 health and safety guidance all water fountains had to be put out of use therefore we provided a water dispenser and cups with monthly service in all classrooms.

Goal 1 Action 5:
Planned Actions - Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)
Actual Implementation of Actions - All planned actions were implemented. Support was provided accordingly by Home Office staff, our authorizer, and legal council. Other systems and programs were used accordingly.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1:
Planned Expenditures: $19,500.00
Actual Expenditures: $161,000.00
The large discrepancy between planned and actual expenditures for 1.1 is due to the fact that our CMO decided to prioritize staff retention by allocating a portion of the ESSER funds to give retention bonuses to all eligible staff members in June. ESSER funds were not included in the LCAP since they were provided to the school later as a one time stimulus fund.

Goal 1 Action 2:
Planned Expenditures: $209,804.00
Actual Expenditures: $201,788.81
For the most part, the planned expenditures and the actual expenditures are aligned for 1.2. The $8,000 difference is attributed to the fact that we ended up hiring an IT manager with less experience than our previous one so his salary offer was less than what was originally budgeted.

Goal 1 Action 3:
Planned Expenditures: $582,321.00
Actual Expenditures: $612,824.75
The planned expenditures for 1.3 were about $30,000 less than the actual expenditures. This discrepancy is attributed to two things. The first being that there was in increase in Workers Comp claims to Charter Safe this year due to a few incidents that occurred with a student who

was exhibiting unsafe behaviors. The second being more custodial supplies and deep cleaning services needed in order to maintain a healthy and safe campus during our return to in-person learning and to combat the spread of the COVID-19 virus.

Goal 1 Action 4:
Planned Expenditures: $11,000.00
Actual Expenditures: $11,000.00
There are no discrepancies for 1.4 between planned and actual expenditures. All planned actions were implemented and allocated funds were used. Funds were used to cover the expenses of student meals, water, and refreshments.

Goal 1 Action 5:
Planned Expenditures: $495,371.00
Actual Expenditures: $ 436,367.48
The planned expenditures for 1.5 were about $59,000 more than the actual expenditures. This discrepancy is attributed to more money being budgeted for various fees and expenses (Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)) than what ended up actually being needed and used.

An explanation of how effective the specific actions were in making progress toward the goal.

Action 1: This action was effective in making progress toward the goal. We were able to hire all necessary staff and teachers and support them with any hiring fees. Being able to provide retention bonuses to eligible staff members helped increase our staff retention rate for next year. Only two teachers are leaving due to moving out of state or country. One aide is not returning due to wanting to complete her credentialing program.

Action 2: This action was effective in making progress toward the goal. We were able to provide all students with the instructional materials and technology needed to access their curriculum and learning. Thanks to the additional funding provided to schools, more technology was purchased allowing for at least a one-to-one student to device ratio and chromebook carts in all classrooms TK-5th. We also hired our first IT manager, splitting the position with another school. It has been very helpful to have an IT Manager who can assist with the maintenance of all devices, internet reliability, testing support, etc.

Action 3: This action was effective in making progress toward the goal. We were able to put protocols in place and purchase all necessary items to ensure students and staff had access to a safe, secure, healthy, and high-quality learning and working environment. This funding allowed us to add an additional custodian as well as keep a school nurse through a third party vendor to help us better reach this goal.

Action 4: This action was effective in making progress toward the goal. Under the COVID-19 health and safety guidance all water fountains had to be put out of use therefore we provided a water dispenser and cups with monthly service in all classrooms. Having the funding to be able to do this allowed students and staff to attend school in a safe, healthy and comfortable school setting.

Action 5: This action was effective in making progress toward the goal.

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.

After taking the time to reflect upon goal #1 and it's metrics, desired outcomes, and actions, we have determined that most practices will remain the same for the 2022-23 school year wherever applicable and possible. For example, if circumstances allow, we may offer the retention bonuses to staff again since it did help secure high quality educators for the upcoming year. We will continue to prioritize budgeting and decision making to provide our students with standards-aligned curriculum and access to all instructional materials and technology required for equitable learning. Maintaining our facility and ensuring the health and safety of our students and staff will also remain a priority as we ensure all necessary items are in stock and any needed repairs are complete. The biggest change to next year's planning for Goal #1 is the hiring of a full time security guard through a third party vendor.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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	2020-21: 90%	2021-22: (As of 5/13/22) 100%			2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Source: Local 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%	2021-22: (As of 5/13/22) 100%			2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 5/13/22) 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%	2021-22: (As of 5/13/22) 61%			2023-24: 100%
Percentage of students who have	2020-21: (First semester)	2020-21: (Second semester)			2023-24: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	63%	0%			
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 63.0	2021-22: (As of 5/13/22) 162.0			2023-24: 75.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: • All Students: 44.54% • English Learners: 0.00% • Socioeconomically Disadvantaged: 37.50% • Students with Disabilities: 25.00% • Hispanic: 34.57% • White: 85.71%	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.			2022-23: • All Students: 51.00% • English Learners: 10.00% • Socioeconomically Disadvantaged: 44.00% • Students with Disabilities: 35.00% • Hispanic: 41.00% • White: 87.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: • All Students: 34.22% • English Learners: 15.87% • Students with Disabilities: 4.00% • Hispanic: 29.01% • White: 52.38% IAB ELA Level 3 and 4 Projection (5/13/22): • All Students: 57.71%			
Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: (2019 Dashboard) • All Students: 7.7 points below standard • English Learners: 24.1 points below standard	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress			2022-23: (2023 Dashboard) • All Students: 1.0 point below standard • English Learners: 16.0 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Socioeconomically Disadvantaged: 21.7 points below standard • Students with Disabilities: 50.8 points below standard • Hispanic: 24.5 points below standard • White: 62.9 points above standard	(MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: • All Students: 53.3% • English Learners: 55.4% • Students with Disabilities: 45.2% • Hispanic: 55.2% • White: 57.1%			• Socioeconomically Disadvantaged: 13.0 points below standard • Students with Disabilities: 40.0 points below standard • Hispanic: 16.0 points below standard • White: 64.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2020-21: • All Students: 36.6% • English Learners: 28.3% • Socioeconomically Disadvantaged: 33.9%	Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: • All Students: 53.3% • English Learners: 55.4%			2023-24: • All Students: 60.0% • English Learners: 60.0% • Socioeconomically Disadvantaged: 60.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Students with Disabilities: 47.4% • Asian: 38.9% • Hispanic: 33.9% • White: 50.0%	• Students with Disabilities: 45.2% • Hispanic: 55.2% • White: 57.1%			• Students with Disabilities: 60.0% • Asian: 60.0% • Hispanic: 60.0% • White: 60.0%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: • All Students: 32.14% • English Learners: 3.45% • Socioeconomically Disadvantaged: 25.61% • Students with Disabilities: 25.00% • Hispanic: 24.10% • White: 57.14%	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:			2022-23: • All Students: 38.00% • English Learners: 13.00% • Socioeconomically Disadvantaged: 32.50% • Students with Disabilities: 35.00% • Hispanic: 32.00% • White: 59.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		• All Students: 26.34% • English Learners: 12.70% • Students with Disabilities: 8.00% • Hispanic: 22.90% • White: 23.81% IAB Math Level 3 and 4 Projection (5/13/22): • All Students: 30.42%			
Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: (2019 Dashboard) • All Students: 32.1 points below standard • English Learners: 54.7 points below standard • Socioeconomically Disadvantaged: 43.8 points below standard	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their			2022-23: (2023 Dashboard) • All Students: 24.0 points below standard • English Learners: 47.0 points below standard • Socioeconomically Disadvantaged: 37.0 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Students with Disabilities: 58.5 points below standard • Hispanic: 45.8 points below standard • White: 3.9 points above standard	growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: • All Students: 53.8% • English Learners: 56.2% • Students with Disabilities: 51.6% • Hispanic:53.6% • White: 53.8%			• Students with Disabilities: 50.0 points below standard • Hispanic: 38.0 points below standard • White: 9.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2020-21: • All Students: 23.3% • English Learners: 6.4% • Socioeconomically Disadvantaged: 20.5% • Students with Disabilities: 9.5% • Asian: 33.3%	Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: • All Students: 53.8% • English Learners: 56.2% • Students with Disabilities: 51.6%			2023-24: • All Students: 60.0% • English Learners: 60.0% • Socioeconomically Disadvantaged: 60.0% • Students with Disabilities: 60.0% • Asian: 60.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Hispanic: 18.3% • White: 33.3%	• Hispanic:53.6% • White: 53.8%			• Hispanic: 60.0% • White: 60.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: (2019 Dashboard) 46.4%	2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. 2022 ELPAC Percentage of Students at Each Performance Level: • Level 4: 16% • Level 3: 34.5% • Level 2: 43% • Level 1: 6.8%			2022-23: (2023 Dashboard) 49.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 1.1%	2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 16%			2023-24: 15.0%

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: • All Students: 34.62% • English Learners: 6.25% • Socioeconomically Disadvantaged: 23.53% • Hispanic: 25.00%	CAST assessments were waived during the 2019-20 and 2020-21 school years.			2022-23: • All Students: 40.00% • English Learners: 15.00% • Socioeconomically Disadvantaged: 30.00% • Hispanic: 33.00%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad course of study and standards-based curriculum	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.	$1,231,174.00	No

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: N/A		
2.2	Professional development for high-quality instruction	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees. The following expenditures will be funded by federal Title funds: • Tuition reimbursement for professional development: Resource: Title II	$35,334.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	MTSS - Academic enrichment, intervention, and student support	Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees and evidence-based supplemental intervention/enrichment program fees (IXL, Accelerated Reader, Standards Plus, Quizizz, BrainPOP, NextGen Math, Spelling City, Seesaw, Cambium Learning, Learning A-Z, Alexandria Library, Mystery Science and myON.) The following expenditures will be funded by federal Title funds: • Certificated Admins: Resource: Title I, $4,000 • Teacher Salaries: Resource: Title I, $11,000 • Instructional Aide Salaries: Resource: Title I, $53,850 • Benefits: Resource: Title I, $19,349 • Educational Software: Resource: Title I, $9,700 • Educational Software: Resource: Title IV, $1,797	$496,023.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Professional Services (Counseling): Resource: Title IV, $7,483		
2.4	Designated and integrated ELD programs	Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits. The following expenditures will be funded by federal Title funds: N/A	$116,642.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Support for students with disabilities	Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: N/A	$637,063.00	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.

Goal 2 Action 1:
Planned Actions - teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.

Actual Implementation of Actions - All planned actions were implemented. 100% of programs and services outlined in the charter petition were provided to students dependent on need and interest. State standards and adopted grade level curriculum was used to deliver high quality instruction.

Goal 2 Action 2:
Planned Actions - professional development, tuition reimbursement, and TeachBoost software fees.
Actual Implementation of Actions - All planned actions were implemented. A robust professional development program was delivered to teachers and staff on a variety of topics including PLCs, SEL, PBIS, trauma informed instruction, and more. Four staff members participated in the tuition reimbursement program to help further their professional growth. TeachBoost software program was used to document observation and coaching cycles as well as goal setting and summative assessments for all staff. 100% of our teachers received a formal observation coaching cycle but only 61% of our informal observation goal was achieved. We completed 17 Summative Assessments, 20 Formal Observations, 26 Informal Observations, and 24 Peer Observations.

Goal 2 Action 3:
Planned Actions - 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.)
Actual Implementation of Actions - All planned actions were implemented except for paying for and using Illuminate DnA; it was decided by the CMO and school sites not to continue with this service since other programs we use offer the same things. All students grade 1st-5th completed three rounds of NWEA MAP testing (Fall, Winter and Spring)

Goal 2 Action 4:
Planned Actions - EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits.
Actual Implementation of Actions - All planned actions were implemented. ELD instruction is delivered in two models, integrated in the classroom by the teacher and designated by the ELD coordinator and aides in small groups. 89 students enrolled for the 2021-22 were classified as EL students with a breakdown of-Level 4: 8.51%, Level 3: 43.61%, Level 3: 34.04%, Level 1: 13.82%. The students just finished taking the 2022 ELPAC so these levels may change. 12 students qualified for reclassification.

Goal 2 Action 5:
Planned Actions - 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.
Actual Implementation of Actions - All planned actions were implemented. Students with disabilities receive services and supports as described in their IEPs based on their needs. Services include Resource, Speech, Occupational Therapy, and counseling and are provided either by the SPED coordinator, RSP teachers, SPED aides, school psychologist or an outside service provide. 40 students enrolled for the 2021-22 school year have an IEP and receive services.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1:
Planned Expenditures: $1,196,490.00
Actual Expenditures: $1,275,504.32
The planned expenditures for 2.1 were about $79,000 less than the actual expenditures. This discrepancy is attributed to an unusual increase in our need for substitute teachers this school year. This was due to not being able to fill two teacher positions, one until October 2021 and one until February 2022 resulting in the need of longterm substitutes. Additionally, there was a higher need for day to day substitutes to meet the needs of staff members calling out in compliance with COVID-19 health and safety protocols.

Goal 2 Action 2:
Planned Expenditures: $28,241.00
Actual Expenditures: $28,961.00
There are no significant discrepancies for 2.2 between planned and actual expenditures. All planned actions were implemented and allocated funds were used. Funds were used to cover the expenses of professional development, tuition reimbursement, and TeachBoost software fees.

Goal 2 Action 3:
Planned Expenditures: $506,704.00
Actual Expenditures: $512,783.19
The planned expenditures for 2.3 were about $6,000 less than the actual expenditures. This discrepancy is attributed to two things. The first being that more teachers opted to provide a second after school club than was originally planned and budgeted for. The second being the addition of the program Quizziz which teachers piloted and then decided they wanted to use regularly in their classes so subscriptions were purchased.

Goal 2 Action 4:
Planned Expenditures: $103,411.00
Actual Expenditures: $102,974.06
There are no significant discrepancies for 2.4 between planned and actual expenditures. All planned actions were implemented and allocated funds were used. Funds were used to cover the expenses of our EL coordinator salary and benefits, EL coordinator stipend, and EL instructional aide salary and benefits.

Goal 2 Action 5:
Planned Expenditures: $503,484.00
Actual Expenditures: $507,517.34
The planned expenditures for 2.5 were about $4,000 less than the actual expenditures. This discrepancy is attributed to more outsourced SPED services needed while we tried to fill our School Psychologist position vacancy.

An explanation of how effective the specific actions were in making progress toward the goal.

Action 1: This action was effective in making progress toward the goal. Teachers and principal are paid a competitive rate to ensure a high-quality core curricular and instructional program is provided to the students. When a teaching position is not able to be filled by an effective teacher or our teachers call out, then we are required to call in a substitute to cover for that teacher which we did this year.

Action 2: This action was effective in making progress toward the goal. In order to ensure that we are doing our best as a school in providing students with access to a high-quality academic program and that they are making progress on the CCSS, then we need to continue to develop and grow as educators. This can be done by providing quality professional development to our staff which we did. Another way we supported this growth was by offering and providing tuition reimbursement to staff members who want to continue their education or need to complete their induction programs. Lastly, high-quality instruction and professional growth needs to be monitored and this can be done through observations and evaluations using the Teach Boost system.

Action 3: This action was effective in making progress toward the goal. Deans, coordinators, intervention staff and instructional aides are paid a competitive rate to ensure that high-quality support services and programs aligned to the core curricular and instructional program are provided to the students. Additional programs such as after school clubs and tutoring, Saturday school, and summer school, are provided to students to help them further access the CCSS and ensure they are pursuing academic excellence as well as working toward being college and career ready. In addition to the adults on campus working with the students and the provided extra curricular activities, we use funds to purchase several different supplemental digital programs to support student learning in a fun and engaging way as well as to assess student learning to help drive instruction.

Action 4: This action was effective in making progress toward the goal. The EL Coordinator and aides are paid a competitive rate to ensure that high-quality support services and programs aligned to the core curricular and instructional program are provided to the students. Being able to have these positions at our school allows for the 89 EL students we have enrolled to successfully access the high-quality core curriculum program we offer. By providing designated and integrated ELD, students can make more progress on the CCSS and pursue academic excellence.

Action 5: This action was effective in making progress toward the goal. The SPED Coordinator, RSP teachers, SPED aides, and school psychologist are paid a competitive rate to ensure that high-quality support services and programs aligned to the core curricular and instructional program are provided to the students. Being able to have these positions at our school allows for the 40 SPED students we have enrolled to successfully access the high-quality core curriculum program we offer. By providing push-in and pull-out support, students can make more progress on the CCSS and pursue academic excellence. This support is also provided by service providers from an outside agency.

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.

After taking the time to reflect upon goal #2 and it's metrics, desired outcomes, and actions, we have determined that most practices will remain the same for the 2022-23 school year wherever applicable and possible. For example, we have planned and budgeted for keeping all positions open so staff can continue to deliver the same high-quality level of instruction and support to students. We will continue to prioritize budgeting and decision making to provide our staff with quality professional development that will contribute to instruction and well-being of our students. For the 22-23 school year we will be participating in a Guided Math PD, Trauma and Crisis training, MTSS institute, PBIS year long training and more. We will also have 7 staff members participating in the tuition reimbursement program as they pursue higher education, teaching credentials and induction programs. We will continue to observe, coach and evaluate our staff but do need to increase the number of informal observations and peer observations conducted.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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%	2021-22: (As of 5/13/22) 3%			2023-24: 5%
Percentage of students in the current graduating class who	2020-21: (As of 4/16/21) 100%	2021-22: (As of 5/13/22) 98%			2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
have taken a 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%	2021-22: (As of 5/13/22) 97%			2023-24: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. Expenditures associated with this action include the following: college/career related materials and activities. The following expenditures will be funded by federal Title funds: N/A	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	STEAM and GATE programs	Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental science program fees. The following expenditures will be funded by federal Title funds: • Educational Software - Resource: Title I; Amount: $1,200	$1,201.00	Yes
3.3	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	$121,713.00	Yes

2022-23 Local Control Accountability Plan for Magnolia Science Academy 7

Action #	Title	Description	Total Funds	Contributing
		to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: N/A		
3.4	Physical education, activity, and fitness	Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: N/A	$123,039.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Additional programs and activities that support well-rounded education	In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A	$514,089.00	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.

Goal 3 Action 1:
Planned Actions - college/career related materials and activities.
Actual Implementation of Actions - We are an elementary school so no funds were allocated to this action. We do promote a college and career readiness school culture but no financial resources were required or prioritized this year.

Goal 3 Action 2:
Planned Actions - supplemental science program fees.

Actual Implementation of Actions - All planned actions were implemented. 100% of our students TK-5th created or demonstrated a STEAM focused project this year and the supplemental program Mystery Science assisted with the instruction to help teachers and students accomplish this goal.

Goal 3 Action 3:
Planned Actions - computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.
Actual Implementation of Actions - All planned actions were implemented. 100% of our students TK-5th took a computer/technology class as part of their weekly schedule and instruction.

Goal 3 Action 4:
Planned Actions - PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.
Actual Implementation of Actions - All planned actions were implemented. 100% of our students TK-5th took a PE class as part of their weekly schedule and instruction.

Goal 3 Action 5:
Planned Actions - teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and after school/club expenses.
Actual Implementation of Actions - All planned actions were implemented. All students, TK-5th participated in a variety of programs to enrich and support their learning. This includes after school tutoring and clubs, GATE program, Intervention program, Independent Study program, math clubs, and a well-rounded instructional program integrating STEAM.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1:
Planned Expenditures: NONE
Actual Expenditures: NONE

Goal 3 Action 2:
Planned Expenditures: $1,200.00
Actual Expenditures: $1,200.00
There are no discrepancies for 3.2 between planned and actual expenditures. All planned actions were implemented and allocated funds were used. Funds were used to cover the cost of the Mystery Science supplemental science program for TK-5th.

Goal 3 Action 3:
Planned Expenditures: $76,906.00
Actual Expenditures: $85,997.27

The planned expenditures for 3.3 were about $9,000 less than the actual expenditures. This discrepancy is attributed to higher salary offer for the computer teacher than what was originally planned and budgeted for due to the fact that the title and responsibilities of Testing Coordinator were added onto her agreement at a later time.

Goal 3 Action 4:
Planned Expenditures: $92,934.00
Actual Expenditures: $80,614.04
The planned expenditures for 3.5 were about $12,000 more than the actual expenditures. This discrepancy is attributed to our PE teacher resigning in March 2022 and we used a long-term substitute to fill the position rather than replacing the teacher this school year. Therefore less funds were used than what was originally planned and budgeted for.

Goal 3 Action 5:
Planned Expenditures: $199,759.00
Actual Expenditures: $227,483.00
The planned expenditures for 3.5 were about $27,000 less than the actual expenditures. This discrepancy is attributed to an additional 5 days being added to the 2021-22 school year and every Wednesday being made a minimum day, therefore resulting in a need for additional time covered by the arc after school program. This additional time had to be paid for which was not part of the original budget.

An explanation of how effective the specific actions were in making progress toward the goal.

Action 1: This action was effective in making progress toward the goal. No funds were allocated to this action because we are an elementary school, TK-5th, but we do promote a college-going culture through college visits, college/career days, and other college related activities. We hold an annual College & Career Week which includes a STEAM focused Career Day. This year students took two college field trips, one to see a performance art CSUN and one to participate in a Science Fair at UCLA. These events and opportunities allow students to see what options and opportunities there are for them.

Action 2: This action was effective in making progress toward the goal. By purchasing this interactive and hands-on science supplemental program, students become more engaged in their science instruction and learning. Having this program assisted us in accomplishing our action of 100% of our students TK-5th creating or demonstrating a STEAM focused project this year. We also had a record 53 students participate in the MPS STEAM Expo this year helping to build that independent, innovative, and creative learning.

Action 3: This action was effective in making progress toward the goal. Part of the actions and metrics for goal #3 is for students to use technology in a transformative way. By having a full time computer teacher, students are able to participate in weekly computer classes that teaches them the technology skills they need to be successful. Students either participate in their computer and technology learning in the computer lab or in their classrooms with the one-to-one devices each room has. Students also have the opportunity to participate in technology based after school clubs such as coding and robotics.

Action 4: This action was effective in making progress toward the goal. All students were able to participate in weekly physical education and health lessons with our full time PE teacher. All lessons and activities are aligned to grade level state physical education standards. The lessons, grades TK-5th, promote the benefits of a physically active lifestyle and help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. All students also participate in daily recess and lunch play time and have sufficient equipment for these activities. 100% of 5th grade students successfully participated in the PFT assessment as well.

Action 5: This action was effective in making progress toward the goal. All students, TK-5th participated in a variety of programs to enrich and support their learning and gave them access to a well-rounded education that supports their readiness for college and the global world. This includes after school tutoring and clubs, GATE program, Intervention program, Independent Study program, math clubs, and a well-rounded instructional program integrating STEAM.

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.

After taking the time to reflect upon goal #3 and it's metrics, desired outcomes, and actions, we have determined that most practices will remain the same for the 2022-23 school year wherever applicable and possible. For example, we have planned and budgeted for keeping all positions open that fall under this goal (i.e. Computer Teacher, PE teacher, Intervention Teacher, etc.) so students can continue to have access to a well-rounded instructional program. We will also keep our annual subscription to Mystery Science since students and staff enjoy it and use it so much. This year alone 473 Mystery Science lessons were used and taught to our students. Two items under this goal will be adjusted for next year. One being that even though we are an elementary school, we will allocate some funds to 3.1 to add even more to what we already do for our college and career events and programs and possibly more college field trips. The other thing that will change is we will no longer have an Independent Studies teacher since we won't be offering that program on the same scale as we offered it this year. The teacher will move into a regular classroom position but will continue serving as our GATE Coordinator.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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	2021-22: (As of 5/13/22) 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	2021-22: (As of 5/13/22) 4			2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 10	2021-22: (As of 5/13/22) 8			2023-24: 7
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 15	2021-22: (As of 5/13/22) 7			2023-24: 10
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: 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%	2021-22: (As of 5/13/22) 8.3%			2023-24: 20%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 97.09%	2021-22: (P-2 ADA) 88.57%			2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 7.8%	2021-22: (As of 5/13/22) 27.2%			2023-24: 9.0%
Student Suspension Rate (Source:	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 5/13/22) 0.3%			2023-24: 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CALPADS, CA School Dashboard)					
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 5/13/22) 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%	2021-22: Students: 97.2% Families: 51.7% Staff: 90.9%			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%	2021-22: Students: 77.0% Families: 98.0% Staff: 93.0%			2023-24: Students: 80% Families: 100% Staff: 95%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 87%	2021-22: (Spring 2021 to Fall 2021) 88.0%			2023-24: (Spring 2023 to Fall 2023) 90%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	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,	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees. The following expenditures will be funded by federal Title funds: N/A		
4.2	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	$167,560.00	Yes

Action #	Title	Description	Total Funds	Contributing
		will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: • Teacher Salaries: Resource: Title I, $4,000 • Professional Services: Resource: Title I, Part A; Amount: $1,500 • Benefits: Resource: Title I, $742		
4.3	MTSS - PBIS and SEL support	Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building	$173,862.00	Yes

Action #	Title	Description	Total Funds	Contributing
		activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Office/attendance clerk salaries and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: • Instructional Materials & Supplies: Resource: Title I, $4,204 • Certificated Pupil Support Salaries: Resource: Title IV, Part A (ESEA), $700.45 • Benefits: Resource: Title IV, Part A (ESEA), $304		
4.4	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	$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: N/A		
4.5	Community outreach and partnerships	Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal Title funds: N/A	$301,159.00	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.

Goal 4 Action 1:
Planned Actions - parent meeting expenses and Document Tracking Services (DTS) fees.
Actual Implementation of Actions - DTS fees paid through Home Office budget

Goal 4 Action 2:
Planned Actions - Infinite 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.
Actual Implementation of Actions - All planned actions were implemented, however less Home Visits were conducted than our original goal of 20% of our student population. Only 8.3% of our students received a Home Visit this year. This is attributed to teachers not feeling comfortable with participating due to the COVID-19 virus. The virtual Home Visit policy was approved by our Board but our numbers remained low this year due to many other priorities. We also held less parent activities and events than originally planned. We had a goal of 10 but we only held 7.

Goal 4 Action 3:
Planned Actions - 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.
Actual Implementation of Actions - All planned actions were implemented. Additional SEL PD for staff and SEL programs for students were added throughout the year to address the high level of needs exhibited by students upon their return to in-person learning. All students received one free set of school uniforms at the start of the school year.

Goal 4 Action 4:
Planned Actions - Panorama Education survey fees.
Actual Implementation of Actions - All planned actions were implemented. 52% of families, 97% of students, and 91% of staff members completed the Educational Partner survey in Spring 2022. Our school received an approval rating of 98% by families, 77% by students, and 93% by staff.

Goal 4 Action 5:
Planned Actions - membership fees (CCSA, WASC, etc.), .
Actual Implementation of Actions - All planned actions were implemented. Additional funding was allocated to marketing, branding, outreach, and partnership expenses to assist us with enrollment needs due to students moving out of state, expansion projects and participation in applying for the Community Schools Planning Grant which we received.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1:
Planned Expenditures:
Actual Expenditures:

Goal 4 Action 2:
Planned Expenditures: $139,391.00
Actual Expenditures: $142,946.28
The planned expenditures for 4.2 were about $3,500 less than the actual expenditures. This discrepancy is attributed to additional funding needing to be allocated to postage expenses (Pitney Bowes). More items were mailed home since in-person meetings and events were limited this year due to COVID-19 health and safety protocols.

Goal 4 Action 3:
Planned Expenditures: $72,992.00
Actual Expenditures: $85,455.76
The planned expenditures for 4.3 were about $12,000 less than the actual expenditures. This discrepancy is attributed to additional SEL PD for staff and SEL programs for students being added throughout the year to address the high level of needs exhibited by students upon their return to in-person learning.

Goal 4 Action 4:
Planned Expenditures: $1,500.00
Actual Expenditures: $1,500.00
There are no discrepancies for 4.4 between planned and actual expenditures. All planned actions were implemented and allocated funds were used. Funds were used to cover the expense of the Panorama Survey system to administer the annual educational partner surveys to families, staff and students.

Goal 4 Action 5:
Planned Expenditures: $10,500.00
Actual Expenditures: $14,500.00
The planned expenditures for 4.5 were about $4,000 less than the actual expenditures. This discrepancy is attributed to additional funding being allocated to marketing, branding, outreach, and partnership expenses to assist us with enrollment needs due to students moving out of state, expansion projects and participation in applying for the Community Schools Planning Grant which we received.

An explanation of how effective the specific actions were in making progress toward the goal.

Action 1: This action was effective in making progress toward the goal. Although we are a school that frequently seeks input and guidance for decision making from our families, we did not allocate any funds for this action. We did hold most of the projected parent meetings as explained in our LCAP and we do administered the annual Educational Partner surveys. For the 2021-22 school year we conducted 8 PAC/PTF meetings, 4 ELAC meetings, 2 SSC meetings and held 7 parent participation events and activities. During these meetings, feedback and input was sought for items such as LCAP development, budget development, safety plan development, etc.

Action 2: This action was effective in making progress toward the goal. The steps taken for action 2 helped our educational partners feel a sense of community and connectedness. This includes holding events such as the Community Resource Fair, Back to School Night, Steam Expo, parent/teacher conferences, regular meetings and more. Although many of these events and activities had tp be held virtually this year to ensure health and safety, we worked hard to stay connected to our families and community. We even adopted a virtual home visit program to keep up with our unique home visit program. The work we put into this action contributed to the 98% approval rating we received from families on the educational partner survey.

Action 3: This action was effective in making progress toward the goal. Having an office/attendance clerk tremendously helps with our school and parents having meaningful engagement opportunities with each other. We were also able to provide every student with one free school uniform set this year which contributes to their sense of connectedness. Lastly, we were able to provide our staff with multiple PD sessions on the topics of PBIS and SEL, knowing how important it would be this year for us to have strong behavior and social emotional supports in place for our students upon their return to school. We did see an increase in behavior incidents this year but we were also able to provide more mental health and SEL services to our students than ever before. This included and SEL music program, 6 student support groups, one-on-one counseling for over 20 students and family therapy for 6 families.

Action 4: This action was effective in making progress toward the goal. This action is dedicated to giving our educational partners a platform to share their feedback on critical areas of our school functionality to allow us an opportunity to review data, reflect and refine as needed. Having families participate in these annual surveys truly allows for collaboration as we develop our school-wide action plans based on the input received. Parents are able to see their voices out into action. For example, families gave feedback on issues with the school playground so we prioritized upgrades to the playground.

Action 5: This action was effective in making progress toward the goal. This was an area where we as a school community feel there was a lot of growth and progress made. We increased the number of community partnerships this year (9 total partnerships), held multiple community events (5 events), increased our marketing and branding, participated in more enrollment events (4 events), and really used out parent champions/PTF Board members to advocate for our school. By taking all these steps, it helps us all feel more connected through coming together to collaborate and work toward creating a safe and nurturing environment for all of our students.

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.

After taking the time to reflect upon goal #4 and it's metrics, desired outcomes, and actions, we have determined that most practices will remain the same for the 2022-23 school year wherever applicable and possible. For example, we will continue holding parent meeting and family and community events next year. We will also continue to prioritize the staff positions that help us better connect with and serve our school and community. This includes our office staff, our PACE Coordinator and a new position for next year, a Community School Coordinator. We will also continue to administer the annual educational partner survey knowing how critical that data and information is to our decision making and planning. Some changes to these actions for next year include prioritizing more SSC meetings, conducting more home visits, and holding more in person events now that it has been determined to be safer for these to occur.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$929,190	$110,739.23

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
36.09%	0.00%	$0.00	36.09%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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

2022-23 Local Control Accountability Plan for Magnolia Science Academy 7

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 slow-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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the Academic Year 2021-22, the additional concentration grant add-on funds will be utilized in the following areas;

- Retention Bonuses - will use some of these funds to provide retention bonuses for all staff members who have worked 80% of the school year or more
- School Psychologist - will use the remainder of the Concentration grant funds to cover additional funding to make a part time psychologist position into a full time position to support all students with behavior, SEL, and mental health support in addition to IEP caseload
- School Uniforms - will provide one free set of school uniforms to all students at the start of the school year

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,271,099.00	$1,813,166.00	$1.00	$583,033.00	$5,667,299.00	$3,027,866.00	$2,639,433.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Teacher assignments and credentials	All	$19,500.00				$19,500.00
1	1.2	Instructional materials and technology	All	$140,243.00	$10,000.00		$91,066.00	$241,309.00
1	1.3	Clean and safe facilities that support learning	All	$403,069.00	$210,000.00		$137,484.00	$750,553.00
1	1.4	Healthy and nutritious meals	Low Income	$13,000.00				$13,000.00
1	1.5	Well-orchestrated Home Office support services	All	$701,670.00	$10,199.00		$10,709.00	$722,578.00
2	2.1	Broad course of study and standards-based curriculum	All	$1,212,325.00	$18,849.00			$1,231,174.00
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	$5,834.00	$14,500.00		$15,000.00	$35,334.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	$213,850.00	$126,040.00		$156,133.00	$496,023.00
2	2.4	Designated and integrated ELD programs	English Learners	$116,642.00				$116,642.00
2	2.5	Support for students with disabilities	Students with Disabilities		$533,603.00		$103,460.00	$637,063.00
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income					$0.00
3	3.2	STEAM and GATE programs	English Learners Foster Youth			$1.00	$1,200.00	$1,201.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	$114,230.00			$7,483.00	$121,713.00
3	3.4	Physical education, activity, and fitness	Low Income	$123,039.00				$123,039.00
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	$4,000.00	$510,089.00			$514,089.00
4	4.1	Seeking family input for decision making	English Learners Foster Youth Low Income					$0.00
4	4.2	Building partnerships with families for student outcomes	English Learners Foster Youth Low Income	$110,058.00	$1,208.00		$56,294.00	$167,560.00
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	$57,139.00	$112,519.00		$4,204.00	$173,862.00
4	4.4	Annual stakeholder surveys	English Learners Foster Youth Low Income	$1,500.00				$1,500.00
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	$35,000.00	$266,159.00			$301,159.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$2,574,599	$929,190	36.09%	0.00%	36.09%	$794,292.00	0.00%	30.85 %	**Total:**	$794,292.00
								LEA-wide Total:	$794,292.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	$13,000.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,834.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$213,850.00	
2	2.4	Designated and integrated ELD programs	Yes	LEA-wide	English Learners	All Schools	$116,642.00	
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.2	STEAM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth	All Schools	$114,230.00	

2022-23 Local Control Accountability Plan for Magnolia Science Academy 7

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	$123,039.00	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,000.00	
4	4.1	Seeking family input for decision making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.2	Building partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$110,058.00	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$57,139.00	
4	4.4	Annual stakeholder surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500.00	
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,251,508.00	$4,490,417.30

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher assignments and credentials	No	$19,500.00	$161,000.00
1	1.2	Instructional materials and technology	No	$209,804.00	$201,788.81
1	1.3	Clean and safe facilities that support learning	No	$582,321.00	$612,824.75
1	1.4	Healthy and nutritious meals	Yes	$11,000.00	$11,000.00
1	1.5	Well-orchestrated Home Office support services	No	$495,371.00	$436,367.48
2	2.1	Broad course of study and standards-based curriculum	No	$1,196,490.00	$1,275,504.32
2	2.2	Professional development for high-quality instruction	Yes	$28,241.00	$28,961.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	$506,704.00	$512,783.19
2	2.4	Designated and integrated ELD programs	Yes	$103,411.00	$102,974.06
2	2.5	Support for students with disabilities	No	$503,484.00	$507,517.34

2022-23 Local Control Accountability Plan for Magnolia Science Academy 7

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	College/Career readiness programs and activities	Yes		
3	3.2	STEAM and GATE programs	Yes	$1,200.00	$1,200.00
3	3.3	Digital literacy and citizenship programs	Yes	$76,906.00	$85,997.27
3	3.4	Physical education, activity, and fitness	Yes	$92,934.00	$80,614.04
3	3.5	Additional programs and activities that support well-rounded education	Yes	$199,759.00	$227,483.00
4	4.1	Seeking family input for decision making	Yes		
4	4.2	Building partnerships with families for student outcomes	Yes	$139,391.00	$142,946.28
4	4.3	MTSS - PBIS and SEL support	Yes	$72,992.00	$85,455.76
4	4.4	Annual stakeholder surveys	Yes	$1,500.00	$1,500.00
4	4.5	Community outreach and partnerships	Yes	$10,500.00	$14,500.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$782,062.00	$759,667.00	$1,295,414.60	($535,747.60)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	$11,000.00	$11,000.00		
2	2.2	Professional development for high-quality instruction	Yes	$9,000.00	$28,961.00		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	$268,771.00	$512,783.19		
2	2.4	Designated and integrated ELD programs	Yes	$103,411.00	$102,974.06		
3	3.1	College/Career readiness programs and activities	Yes				
3	3.2	STEAM and GATE programs	Yes		$1,200.00		
3	3.3	Digital literacy and citizenship programs	Yes	$76,906.00	$85,997.27		
3	3.4	Physical education, activity, and fitness	Yes	$92,934.00	$80,614.04		
3	3.5	Additional programs and activities that support well-rounded education	Yes	$10,200.00	$227,483.00		
4	4.1	Seeking family input for decision making	Yes				
4	4.2	Building partnerships with families for student outcomes	Yes	$115,562.00	$142,946.28		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	MTSS - PBIS and SEL support	Yes	$59,883.00	$85,455.76		
4	4.4	Annual stakeholder surveys	Yes	$1,500.00	$1,500.00		
4	4.5	Community outreach and partnerships	Yes	$10,500.00	$14,500.00		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,258,890	$782,062.00	0.00%	34.62%	$1,295,414.60	0.00%	57.35%	$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners 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* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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

2022-23 Local Control Accountability Plan for Magnolia Science Academy 7

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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.

- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **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.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    - This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

MAGNOLIA SCIENCE ACADEMY 8 | BELL

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-Bell

CDS Code: 19-64733-0122747

School Year: 2022-23

LEA contact information:

Laura Schlottman

Principal

lbschlottman@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 2022-23 School Year

Projected Revenue by Fund Source

All federal funds, $651,352, 9%

All local funds, $312,976, 4%

All other state funds, $1,341,964, 19%

Total LCFF funds $4,811,516 68%

LCFF supplemental & concentration grants, $1,277,353, 18%

All Other LCFF funds, $3,534,163, 50%
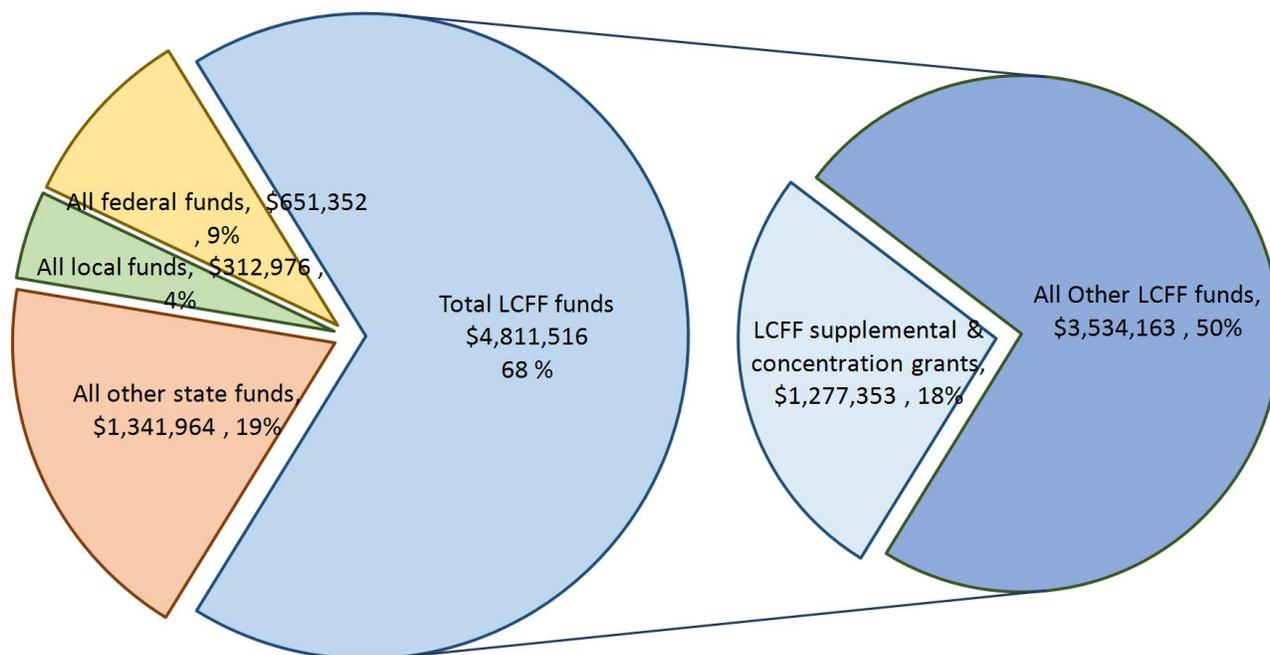
This chart shows the total general purpose revenue Magnolia Science Academy-Bell expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy-Bell is $7,117,808, of which $4811516 is Local Control Funding Formula (LCFF), $1341964 is other state funds, $312976 is local funds, and $651352 is federal funds. Of the $4811516 in LCFF Funds, $1277353 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $7,057,085	Total Budgeted Expenditures in the LCAP $7,057,085

This chart provides a quick summary of how much Magnolia Science Academy-Bell plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy-Bell plans to spend $7,057,085 for the 2022-23 school year. Of that amount, $7,057,085 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:

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Magnolia Science Academy-Bell is projecting it will receive $1277353 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 $1,246,097 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 2021-22

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- Total Budgeted Expenditures for High Needs Students in the LCAP: $1,258,911
- Actual Expenditures for High Needs Students in LCAP: $1,756,869
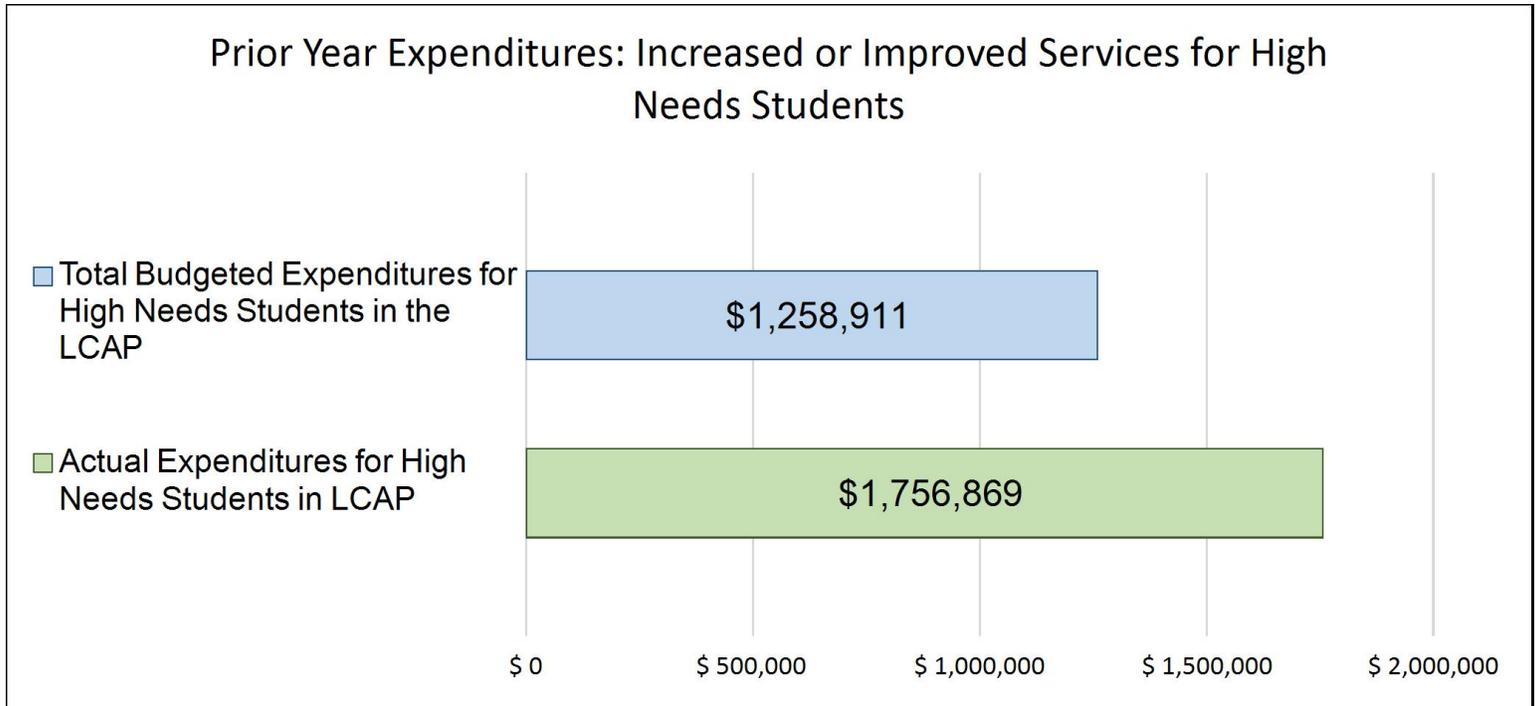
This chart compares what Magnolia Science Academy-Bell budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy-Bell estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Magnolia Science Academy-Bell's LCAP budgeted $$1,258,911.00 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-Bell actually spent $$1,756,868.92 for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-Bell	Laura Schlottman Principal	lbschlottman@magnoliapublicschools.org 323-826-3925

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Educator Effectiveness Block Grant:
- The Administrator team reviewed the LCAP goals and reflected on how best to use the funds during the first semester, in the weekly meetings that are held on Mondays. The Grade Level Chairs were engaged during Grade Level Chair meetings that take place on Tuesdays and they too reflected and provided input. The Grade Level Chairs meet with their grade level teams monthly, and there too, the plan was presented to the entire staff members. Furthermore, the Principal received input from students and parents ambassadors during a School Site Council Meeting in December 2021 and January 2022.

Expanded Learning Opportunities Program:
- The Leadership team plans to create a Task Force for planning, and holding monthly meetings.
Nominate after school coordinators, admin, teachers, students, parents
The school will develop a Program Plan in collaboration with all educational partners; surveys, discussions, etc.
the plans will be approve at the Board Meeting in June 23.
The school will start spending with summer schools on July 1
- The Administrators plan to engage our educational partners through our weekly parent newsletter, sent on Sunday evenings. A survey will be shared with students, staff, and families to ensure that there is alignment in what the school leadership agrees would be best to support student growth.

- Here are some current recommendations:

Have an MPS-wide After school Program Coordinator to design, develop, implement and manage the programs org-wide. Responsibilities include recruitment, training, reporting, audit,etc.
Redesign after school programs. In-house and hybrid with vendors.
Bring back STEAM, Science Olympiads, Robotics, MathCounts, CMLP, Arts, instruments, Summer/Winter camps, trips

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Magnolia Science Academy Bell plans to give all staff that have worked for at least 80% of the time this school year 2021-22 a $2,000 bonus. This year has been challenging and retaining staff has been an issue across the country, for us, we have been fortunate and we want our staff to continue to feel valued and appreciated, this will support our staff retention that ultimately leads to student growth. The remaining funds will be used to hire a campus supervisor and a part time homeless/FY liaison.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Educational Partners (formerly known as stakeholders) of Magnolia Science Academy Bell were provided with an opportunity to provide feedback on their priorities. The feedback was used in the development of the schoolwide action plan/LCAP and ESSER III funds. In an effort to engage all educational partners in the review of the student data and the development of the school-wide action plan, collaborative meetings have taken place regularly. Some of the meetings we held are Town Hall meetings, Parent Task Force meetings, School Site Council meetings, ELAC meetings, Annual Title 1 Meeting, Department meetings, and Grade Level Meetings.

In order to collect feedback from our students; we incorporated our annual Panorama surveys that show the challenges, needs, and successes of the school from the lens of our students. Additionally, our School Site Council has student representatives; as a result, the students were shared the information about the ESSER III and asked to provide feedback of any sort. Additionally, the families that speak languages other than English also attended all of our meetings. For those parents, we provided translation services. Also, we have had meetings held for English speaking and Spanish only speaking parents so that the information related to school issues were provided to those parents in their language. All administrators: principals, deans of academics, deans of students, and college counselor met regularly to ensure that the funds for this plan are well utilized, sourced, and spent. In terms of feedback from the staff members, MSA Bell utilized the staff

meetings for this purpose. We received feedback from MSA Bell staff (which includes administrators, teachers, resource specialists, office personnel, and paraprofessionals) during our regular weekly staff meeting. Additionally, the paraprofessionals, teacher aides, outside duty supervisors, custodial staff, afterschool supervisors, and all other educators were involved in the preparation of this plan to make sure it will address the needs of our students. In terms of special education administrators, The Director of Special Education and Support Services for the MPS has been involved in the planning phase of MSA Bell's ESSER III plan. The tribes and civil right organizations including disability rights organizations are not represented in MSA Bell's community. Finally, the school held School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings where Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth (N/A), migratory students(N/A), children who are incarcerated (N/A), and other underserved students. Also, at the home office level, the feedback from Director of Special Education and Support Services, Director of Student Services (who used to be the principal of MSA Bell), and all other department heads who work closely with the students at MSA Bell campus were welcomed and honored. In order to address public at large, we have had our ESSER III plan presented during a regular MPS Governing board meeting for public comment, as well.

MSA Bell has provided many community engagement opportunities during the 2020-2021 school year to gather feedback to inform the development of the Expanded Learning Opportunities Grant Plan (ELOG) and the Local Control Accountability Plan (LCAP). The feedback that we received for the ELOG and LCAP is used in the development of this ESSER III expenditure plan.

Furthermore, we conducted a survey and the survey provided options from online 24/7 tutoring to additional staff support and stakeholders voted. Our families are most concern about students returning back to school safely and then about their loss of learning. 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. Weekly Coffee with the principal meetings allowed for parent feedback and suggestions. The parent task force (PTF) and SSC also provided feedback on meaningful use of funds.

The following methods are used to communicate with stakeholders and receive feedback on the usage of funds for the Expanded Learning Opportunities as well as ESSER III:

Existing meeting structures
- PAC
- SSC/ELAC
- Family Informational Meetings such as Happy Hour Chat with the Principal
- Staff meetings (which includes administrators, teachers, resource specialists, office personnel, and paraprofessionals)
- Academic Task Force meetings
- Leadership meetings; Principals and Deans

Existing communication means:
- ParentSquare messages
- Social media
- Websites

- Weekly Newsletters

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Successes:
- MSA Bell was able to higher 6 paraprofessionals to push into classes and support students academically
- MSA Bell was able to higher 2 campus supervisors to ensure that our students were safe and that we had ample supervision at all times
- We were able to fund our additional administrator position and teaching positions, which has allowed our school to improve our intervention programs.
- We were able to continue employment of campus supervisor, office assistance, and after school staff

Challenges:
- We had funds available to hire and retain teachers but we still had a couple vacancies.
- We had a lot of staff out due to covid and we still felt understaffed
- It was very difficult to find any qualified science or credentialed teachers to hire, we had to recruit to permits

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

ESSER III
Classified Salaries= $1,079
Employee Benefits= $313

IPI
Certificated Salaries= $10,821
Employee Benefits= $1,978

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support

recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

![Magnolia Science Academy 8 | Bell logo]

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	Laura Schlottman Principal	lbschlottman@magnoliapublicschools.org (323) 826-3925

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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). MSA- Bell is located in the city of Bell (90201) and serves around 400 students in grades 6–8, with classes that average 30 or fewer students. Originally founded in 2010—and here requesting a third five-year charter term—MSA-Bell's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. 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-Bell is supplemented by tutoring, after-school programs, and school-to-university links.

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 about 400 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. However, after the 21-22 school year, MSA Bell achieved a completion rate higher than 98% and the school is currently awaiting the SBAC test results.

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 has increased opportunities to further build capacity at the school site to support the socio-emotional needs of students as they return to campus, by adding a full time social worker and an academic Advisor. This includes ongoing professional development and curriculum for faculty and exploring partnerships with local health & wellness agencies. In regards to academic progress in the areas of mathematics and English Language Arts, systems and procedures have been developed and refine to monitor and assess students for academic progress. For the 2021-22 school year, iXL was utilized to provide intervention to address learning gaps. iXL integrates with NWEA MAP assessments, 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 as of 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 success of 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 the reinstitution of 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 was utilized as the interventional tool for student learning gaps and has been embedded into daily instruction for the 21-22 school year and beyond.

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:

1. 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. For example, our social studies department is in need of new curriculum adoption, our math department will be using MCGraw Hill this year and also piloting new curriculum, as we are in a curriculum adoption year. Furthermore, the science department will be using NGSS aligned curriculum and our english department will be using StudySync. (Goal 1,Action 2)
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)

3. Prioritizing MTSS Academic support through enrichment, intervention, and student support by promoting teacher leaders to MTSS and Grade Level Chair leads to support our school wide intervention programs, Saturday school (Saturday 4 Success), and summer school opportunities; refining targeted intervention and tutoring programs (Goal 2, Action 3)
4. Increasing the level of support for students with IEPs and the school's SPED program including the hiring of full time paraprofessionals and RSP teacher for each grade level. (Goal 2, Action 5)
5. The need to continue to improve our designated/integrated English Learner services by adding a full-time ELD paraprofessional to support EL students and an ELD coordinator. (Goal 2, Action 4)
6. Expanding STEAM and GATE programs for students to participate in Academic Pentathlon, Science Olympiad, Math Counts and next year we are investing in STEM Labs (elective course). (Goal 3, Action 2)
7. Expanding our PE & Health and sports activity programs for students based on stakeholder feedback. (Goal 3, Action 4)
8. Creating additional programs and activities that support a comprehensive educational program for all students we serve, through our student ambassador program and the hiring of Dean of Culture. (Goal 3, Action 5)
9. 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)

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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this 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 did not completed the 25% of its home visits during this school year and has now tasked a Dean (Dean of Culture) to support with reaching and exceeding this goal for the following school year.

A summary of the feedback provided by specific educational partners.

MSA Bell throughout the school year held various meetings through PAC, SSC, ELAC, and informational sessions, as well as stakeholder surveys, to gather input to support the direction and funding essential to meet the needs of the learning community. Below are a few trends that have influenced the development of the goals and expense:

1. Safety for students, staff, and families in the form of environmental climate and socio-emotional support. This includes hiring and training of staff members and supplemental support from organizations and cloud-based platforms.

2. Academic Growth outcomes for ELs and SWD. This includes the hiring and ongoing support of staff members to support student's academic endeavor, usage of programs to identify and intervene in academic areas of need and provide additional resources in the form of programs or additional support through Summer School, Winter Session, Additional Tutoring Sessions, and Home Visits.

3. Stakeholders recognize the mission, vision, and core values of the organization. Stakeholders are pleased and continue to support the learning community to provide a program centered around Excellence, Innovation, and Connection. MSA Bell will continue to offer a project-based learning experience that provides students with the tools and skills necessary to advance their academic pursuits and societal contributions. MSA Bell will continue to provide students with individualized support and a program that identifies their learning styles, personalities, interest, and career plans to make every learner college- and career-ready. MSA Bell will continue to create and expand a climate that provides a sense of connection and belonging to support students' development of personal and academic networks for long-term resilience and connection.

These elements continue to be vital for our stakeholders and the learning community is committed to adapt and equip all stakeholders to meet their fullest potential and endeavors. 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 input from educational partners.

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.'

5. Safety was a big concern for students, since the return to in-person learning the students have experienced more social media issues that carry to school and have increased school altercations. Our students are asking for more support in social skills and preventative measures.

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	2021-22: 0			2023-24: 0
Percentage of students without access to their own copies of standards-	2020-21: 0%	2021-22: 0%			2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
aligned instructional 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	2021-22: 0			2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 92.0%	2021-22: (Spring 2021 to Fall 2021) 84%			2023-24: (Spring 2023 to Fall 2023) 90.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 98.0%	2021-22: (As of 5/12/22) 95.8%			2023-24: 97.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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	$20,500.00	No

Action #	Title	Description	Total Funds	Contributing
		for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: N/A		
1.2	Instructional materials and technology	Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and 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. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and	$406,278.00	No

Action #	Title	Description	Total Funds	Contributing
		other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: N/A		
1.3	Clean and safe facilities that support learning	Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor 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. Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A	$554,835.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Healthy and nutritious meals	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.

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

The following expenditures will be funded by federal Title funds: N/A | $102,000.00 | Yes |
| **1.5** | 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. | $833,118.00 | No |

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: N/A		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 1 Action 1: No substantive difference, teacher assignments and hiring process was similar to baseline year. 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 Resource Information System (HRIS) to automate employee documentation.

MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, live scan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.

Goal 1 Action 2: No substantive difference in planned actions for books, technology, resources and curriculum. All were in compliance for the current academic year. 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.

Goal 1 Action 3: No substantive difference. Cleaning 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.

Goal 1 Action 4: No substantive difference. 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 continues to use LAUSD LA Cafe's services and pays directly for their services.

Goal 1 Action 5: No substantive difference.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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1: There was a material's difference of over $198K because our MPS board and school leadership approved discretionary bonuses to all staff who worked on 21-22 for at least 80% of the time.
Planned Actions - teacher credentialing expenses, recruitment expenses (sign-in bonus, live scan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.

The large discrepancy between planned and actual expenditures for 1.1 is due to the fact that our CMO decided to prioritize staff retention by allocating a portion of the ESSER funds to give retention bonuses to all eligible staff members in June. ESSER funds were not included in the LCAP since they were provided to the school later as a one time stimulus fund.

Goal 1 Action 2: No substantive difference between Budgeted Expenditures and Estimated Actual Expenditures in books, resources, technology or curriculum.

Goal 1 Action 3: No substantive difference.

Goal 1 Action 4: No substantive difference.

Goal 1 Action 5: No substantive difference.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 1 Action 1: No substantive difference, teacher assignments and hiring process was similar to baseline year. This action was effective in making progress toward the goal. We were able to hire all necessary staff and teachers and support
them with any hiring fees. Being able to provide retention bonuses to eligible staff members helped increase our staff retention rate for next year. Only two teachers left in the middle of the year, while a teacher shortage was at the rise.

Goal 1 Action 2: MSA Bell saw progress in 6th / 7th grade MATH, in addition to progress in sub groups for 6th/7th grade Latino, White, FRL, and 8th Grade SPED in Mathematics. This action was effective in making progress toward the goal. We were able to provide all students with the instructional materials and technology needed to access their curriculum and learning. Thanks to the additional funding provided to schools, more technology was purchased allowing for at least a one-to-one student to device ratio and chromebook carts in all classrooms.

Goal 1 Action 3: This action was effective in making progress toward the goal. We were able to put protocols in place and purchase all necessary items to ensure students and staff had access to a safe, secure, healthy, and high-quality learning and working environment. This funding allowed us to add an additional custodian as well as keep a school nurse through a third party vendor to help us better reach this goal.

Goal 1 Action 4: No substantive difference. The meal program aimed 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. Our Charter School promotes healthy food and beverage choices per our wellness plan, as well as encourage participation in school meal programs (LAUSD LA Café). Under the COVID-19 health and safety guidance all water fountains had to be put out of use therefore we provided a water dispenser and cups with monthly service in all classrooms. Having the funding to be able to do this allowed students and staff to attend school in a safe, healthy and comfortable school setting.

Goal 1 Action 5: No substantive difference.

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.

Goal 1 Action 1: No substantive difference, teacher assignments and hiring process was similar to baseline year.

Goal 1 Action 2: No substantive differences were made for planned goals or desired outcomes for books, technology, resources and curriculum

Goal 1 Action 3: No substantive difference.

Goal 1 Action 4: No substantive difference. We will continue to follow our current goals and desired outcomes. In addition goals on our wellness plan will be purposely created to support this section of our LCAP goals.

Goal 1 Action 5: No substantive difference. This action was effective in making progress toward the goal.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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	2020-21: 100%	2021-22: (As of 5/13/22) 100%			2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Source: Local 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%	2021-22: (As of 5/13/22) 100%			2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 5/13/22) 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%	2021-22: (As of 5/13/22) 92%			2023-24: 100%
Percentage of students who have	2020-21: (First semester)	2020-21: (Second semester)			2023-24: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	68%	90%			
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 120.7	2021-22: (As of 5/13/22) 82.8			2023-24: 125.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: • All Students: 45.06% • English Learners: 6.67% • Socioeconomically Disadvantaged: 41.84% • Students with Disabilities: 14.29% • Hispanic: 44.20% • White: 31.71%	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.			2022-23: • All Students: 48.00% • English Learners: 11.00% • Socioeconomically Disadvantaged: 48.00% • Students with Disabilities: 21.00% • Hispanic: 50.00% • White: 37.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: • All Students: 43.75% • English Learners: 0.00% • Students with Disabilities: 6.45% • Hispanic: 44.25% • White: 32.26% IAB ELA Level 3 and 4 Projection (5/13/22): • All Students: 65.07%			
Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: (2019 Dashboard) • All Students: 17.7 points below standard • English Learners: 70.7 points below standard	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress			2022-23: (2023 Dashboard) • All Students: 11.0 points below standard • English Learners: 64.0 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Socioeconomically Disadvantaged: 19.8 points below standard • Students with Disabilities: 88.3 points below standard • Homeless: 24.9 points below standard • Hispanic: 15.7 points below standard • White: 37.8 points above standard	(MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: • All Students: 42.8% • English Learners: 34.2% • Students with Disabilities: 50.0% • Hispanic: 42.6% • White: 45.2%			• Socioeconomically Disadvantaged: 12.0 points below standard • Students with Disabilities: 77.0 points below standard • Homeless: 17.0 points below standard • Hispanic: 9.0 points below standard • White: 30.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2020-21: • All Students: 49.8% • English Learners: 40.8% • Socioeconomically Disadvantaged: 50.6%	Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: • All Students: 42.8% • English Learners: 34.2%			2023-24: • All Students: 65.0% • English Learners: 65.0% • Socioeconomically Disadvantaged: 65.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Students with Disabilities: 29.3% • Hispanic: 50.5% • White: 42.9%	• Students with Disabilities: 50.0% • Hispanic: 42.6% • White: 45.2%			• Students with Disabilities: 65.0% • Hispanic: 65.0% • White: 65.0%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: • All Students: 23.86% • English Learners: 5.00% • Socioeconomically Disadvantaged: 23.53% • Students with Disabilities: 10.20% • Hispanic: 23.73% • White: 24.39%	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:			2022-23: • All Students: 30.00% • English Learners: 12.00% • Socioeconomically Disadvantaged: 30.00% • Students with Disabilities: 17.00% • Hispanic: 30.00% • White: 30.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		• All Students: 21.15% • English Learners: 0.00% • Students with Disabilities: 6.45% • Hispanic: 19.83% • White: 30.00% IAB Math Level 3 and 4 Projection (5/13/22): • All Students: 41.27%			
Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: (2019 Dashboard) • All Students: 74.0 points below standard • English Learners: 127.0 points below standard • Socioeconomically Disadvantaged: 73.8 points below standard	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their			2022-23: (2023 Dashboard) • All Students: 68.0 points below standard • English Learners: 110.0 points below standard • Socioeconomically Disadvantaged: 68.0 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	- Students with Disabilities: 142.9 points below standard - Homeless: 53.0 points below standard - Hispanic: 74.3 points below standard - White: 73.4 points above standard	growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: - All Students: 47.8% - English Learners: 41.7% - Students with Disabilities: 53.3% - Hispanic: 46.8% - White: 56.7%			- Students with Disabilities: 115.0 points below standard - Homeless: 47.0 points below standard - Hispanic: 68.0 points below standard - White: 68.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2020-21: - All Students: 48.5% - English Learners: 57.1% - Socioeconomically Disadvantaged: 47.2% - Students with Disabilities: 42.5%	Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: - All Students: 47.8% - English Learners: 41.7% - Students with Disabilities: 53.3%			2023-24: - All Students: 65.0% - English Learners: 65.0% - Socioeconomically Disadvantaged: 65.0% - Students with Disabilities: 65.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Hispanic: 47.1% • White: 65.7%	• Hispanic: 46.8% • White: 56.7%			• Hispanic: 65.0% • White: 70.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: (2019 Dashboard) 52.7%	2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. 2022 ELPAC Percentage of Students at Each Performance Level: • Level 4: 23% • Level 3: 37% • Level 3: 23% • Level 1: 17%			2022-23: (2023 Dashboard) 54.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 12.5%	2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 23%			2023-24: 15.0%

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: • All Students: 29.77% • English Learners: 0.00% • Socioeconomically Disadvantaged: 30.87% • Students with Disabilities: 4.55% • Hispanic: 31.90% • White: 7.69%	CAST assessments were waived during the 2019-20 and 2020-21 school years.			2022-23: • All Students: 35.00% • English Learners: 10.00% • Socioeconomically Disadvantaged: 37.00% • Students with Disabilities: 11.00% • Hispanic: 37.00% • White: 14.00%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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.	$1,473,744.00	No

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: N/A		
2.2	Professional development for high-quality instruction	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees. The following expenditures will be funded by federal Title funds:	$59,268.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Services & Other Operating Expenses - Professional Development: Resource: Title II, Part A; Amount: $18,382		
2.3	MTSS - Academic enrichment, intervention, and student support	Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I/ELD coordinator salary and benefits, instructional aide salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (IXL, Accelerated Reader, Paper, BrainPOP, Cityspan, Newsela, and myON.) The following expenditures will be funded by federal Title funds: • Educational Software: Resource: Title IV; Amount: $11,788	$575,345.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Designated and integrated ELD programs	Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: MPS ELD Coordinator salary and benefits, EL instructional aide salary and benefits The following expenditures will be funded by federal Title funds: N/A		Yes
2.5	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	$1,149,956.00	No

Action #	Title	Description	Total Funds	Contributing
		designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: N/A		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 2 Action 1: No substantive differences in teacher assignments or curriculum. The hiring process was similar to baseline year.

Goal 2 Action 2: No substantive difference in planned action and actual implementation of actions as it relates to professional development.

Goal 2 Action 3: No substantive difference in planned action and actual implementation of actions as it relates to MTSS implementation and data informed instruction. Actual Implementation of Actions - All planned actions were implemented except for paying for and using Illuminate

DnA; it was decided by the CMO and school sites not to continue with this service since other programs we use offer the same things. All students grade 6th to 8th grade completed three rounds of NWEA MAP testing (Fall, Winter and Spring)

Goal 2 Action 4: No substantive difference in planned action and actual implementation of actions as it relates to ELD instruction and implementation.

Goal 2 Action 5: No substantive difference in planned action and actual implementation of actions as it relates to services provided for students with disabilities.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1:No substantive material differences between Budgeted Expenditures and Estimated Actual Expenditures in teacher assignments or curriculum. Planned Actions - teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. Actual Implementation of Actions - All planned actions were implemented. 100% of programs and services outlined in the charter petition were provided to students dependent on need and interest. State standards and adopted grade level curriculum was used to deliver high quality instruction.

Goal 2 Action 2: No substantive material difference between Budgeted Expenditures and Estimated Actual Expenditures as it relates to professional development.

Goal 2 Action 3: No substantive material difference between Budgeted Expenditures and Estimated Actual Expenditures as it relates to MTSS implementation and data informed instruction.

Goal 2 Action 4: No substantive material difference between Budgeted Expenditures and Estimated Actual Expenditures as it relates to ELD instruction and implementation.

Goal 2 Action 5: No substantive material difference between Budgeted Expenditures and Estimated Actual Expenditures as it relates to services provided for students with disabilities.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 2 Action 1: MSA Bell saw progress in 6th / 7th grade MATH, in addition to progress in sub groups for 6th/7th grade Latino, White, FRL, and 8th Grade SPED in Mathematics. Progress was also made in MyOn Lexile growth and iXL data for all groups and sub-groups. This

action was effective in making progress toward the goal. Teachers and administrators are paid a competitive rate to ensure a high quality core curricular and instructional program is provided to the students. When a teaching position is not able to be filled by an effective teacher or our teachers call out, then we are required to call in a substitute to cover for that teacher which we did this year.

Goal 2 Action 2 MSA Bell saw progress in 6th / 7th grade MATH, in addition to progress in sub groups for 6th/7th grade Latino, White, FRL, and 8th Grade SPED in Mathematics. Progress was also made in MyOn Lexile growth and iXL data for all groups and sub-groups.

Goal 2 Action 3: MSA Bell saw progress in 6th / 7th grade MATH, in addition to progress in sub groups for 6th/7th grade Latino, White, FRL, and 8th Grade SPED in Mathematics. Progress was also made in MyOn Lexile growth and iXL data for all groups and sub-groups.

Goal 2 Action 4: MSA Bell saw progress in sub groups for 6th Math as it relates to ELD instruction.

Goal 2 Action 5: MSA Bell saw progress in 8th Grade SPED in Mathematics.

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.

Goal 2 Action 1:No substantive changes made to the planned goal, metrics, desired outcomes, or actions as it relates to teacher assignments or curriculum.

Goal 2 Action 2: No substantive changes made to the planned goal, metrics, desired outcomes, or actions as it relates to professional development.

Goal 2 Action 3: No substantive changes made to the planned goal, metrics, desired outcomes, or actions as it relates to MTSS implementation and data informed instruction.

Goal 2 Action 4: No substantive changes made to the planned goal, metrics, desired outcomes, or actions as it relates to ELD instruction and implementation.

Goal 2 Action 5: No substantive changes made to the planned goal, metrics, desired outcomes, or actions as it relates to services provided for students with disabilities.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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%	2021-22: (As of 5/13/22) 21%			2023-24: 20%
Percentage of students in the current graduating class who	2020-21: (As of 4/16/21) 100%	2021-22: (As of 5/13/22) 100%			2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
have taken a 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%	2021-22: (As of 5/13/22) 100%			2023-24: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. Expenditures associated with this action include the following: college/career related materials and activities. The following expenditures will be funded by federal Title funds: N/A		Yes

Action #	Title	Description	Total Funds	Contributing
3.2	STEAM and GATE programs	Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental science and math competition/program fees. The following expenditures will be funded by federal Title funds: N/A	$74,001.00	Yes
3.3	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	$8,720.00	Yes

Action #	Title	Description	Total Funds	Contributing
		security; digital rights and responsibilities; using social media responsibly and digital etiquette. Expenditures associated with this action include the following: computer teacher salary and benefits, and internet security program fees. The following expenditures will be funded by federal Title funds: • Educational Software: Resource: Title IV, Part A, Amount: $3,000		
3.4	Physical education, activity, and fitness	Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: N/A	$255,795.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Additional programs and activities that support well-rounded education	In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A	$660,621.00	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.

Goal 3 Action 1: Planned Actions - college/career related materials and activities. Actual Implementation of Actions - We are a middle school so no funds were allocated to this action. We do promote a college and career readiness school culture but no financial resources were required or prioritized this year.

Goal 3 Action 2: Actual Implementation of Actions - All planned actions were implemented. 100% of our students created or demonstrated a STEAM focused project this year and participated in a local and MPS wide STEAM expo.

Goal 3 Action 3: Expenditures associated with this action include the following: computer teacher salary and benefits, and internet security program fees.

Goal 3 Action 4: Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.

Goal 3 Action 5: Planned Actions - teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, fieldtrip expenses, and after school/club expenses.

Actual Implementation of Actions - All planned actions were implemented. All students, 6-8th grade participated in a variety of programs to enrich and support their learning. This includes after school tutoring and clubs, GATE program, Intervention program, Independent Study program, math clubs, and a well-rounded instructional program integrating STEAM. We also increased the number of STEAM programs, such as: Science Olympiad, Math Counts, and Academic pentahtlon.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1:
Planned Expenditures: NONE
Actual Expenditures: NONE

Goal 3 Action 2:
Planned Expenditures: $1,000
Actual Expenditures: $1,000
There are no discrepancies for 3.2 between planned and actual expenditures.

Goal 3 Action 3:
Planned Expenditures: $10,500.00
Actual Expenditures: $8,720.35
There was a discrepancy because we did not hire a computer teacher, we hired an intervention teacher instead and we had some savings.

Goal 3 Action 4:
Planned Expenditures: $226,159.00
Actual Expenditures: $227,114.54

Goal 3 Action 5:
Planned Expenditures: $377,946.00
Actual Expenditures: $465,398.90
The planned expenditures for 3.5 were about $150,000 less than the actual expenditures. This discrepancy is attributed to an additional 5 days being added to the 2021-22 school year and every Wednesday being made a minimum day, therefore resulting in a need for additional time covered by the ASES after school program. This additional time had to be paid for which was not part of the original budget.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 3 Action 1: NA

Goal 3 Action 2: This action was not completely effective because we did not have a STEAM teacher this school year but we are planning to hire a STEAM teacher the following year.

Goal 3 Action 3: We need to revisit this action and ensure that we can hire a STEAM teacher, even though it's challenging to hire a teacher with this credential requirements.

Goal 3 Action 4: This action was effective in making progress toward the goal. All students were able to participate in weekly physical education and health lessons with our full time PE teacher. All lessons and activities are aligned to grade level state physical education standards.

Goal 3 Action 5: This action was effective in making progress toward the goal. All students, 6-8th grade participated in a variety of programs to enrich and support their learning and gave them access to a well-rounded education that supports their readiness for college and the global world. This includes after school tutoring and clubs, GATE program, Intervention program, Independent Study program, math clubs, and a well-rounded instructional program integrating STEAM.

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.

After taking the time to reflect upon goal #3 and it's metrics, desired outcomes, and actions, we have determined that we need to devote more funds and resources to increase our STEAM programs. In particular we want to build our STEAM lab and hire a STEAM teacher. The other thing that will change is we will no longer have an Independent Studies teacher wince we won't be offering that program on the same scale as we offered it this year. The teacher will move into a regular classroom position but will continue serving as our GATE Coordinator.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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	2021-22: (As of 5/13/22) 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) 4	2021-22: (As of 5/13/22) 4			2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 21	2021-22: (As of 5/13/22) 6			2023-24: 4
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 42	2021-22: (As of 5/13/22) 28			2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: 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%	2021-22: (As of 5/13/22) 2.1%			2023-24: 20%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 98.98%	2021-22: (P-2 ADA) 90.65%			2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 2.7%	2021-22: (As of 5/13/22) 27.7%			2023-24: 3.0%
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%	2021-22: (As of 5/13/22) 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%	2021-22: (As of 5/13/22) 1.0%			2023-24: 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 5/13/22) 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%	2021-22: Students: 100% Families: 54.3% Staff: 100%			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%	2021-22: Students: 72.0% Families: 96.0% Staff: 84.0%			2023-24: Students: 80% Families: 95% Staff: 90%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 93%	2021-22: (Spring 2021 to Fall 2021) 96%			2023-24: (Spring 2023 to Fall 2023) 90%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	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		Yes

Action #	Title	Description	Total Funds	Contributing
		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. Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees and stipends for staff participation/service to SSC, ELAC, and Board Meetings. The following expenditures will be funded by federal Title funds: N/A		
4.2	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,	$269,147.00	Yes

Action #	Title	Description	Total Funds	Contributing
		stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, Director of Outreach & Community Engagement salary and benefits, and Office Manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: • 1100 Teacher Salaries - Home Visits: Resource: Title I, Part A; Amount: $11,010 • 5800 Professional Services: Resource: Title 1, Part 1: $2,500		
4.3	MTSS - PBIS and SEL support	Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and	$343,597.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. Expenditures associated with this action include the following: Dean of Students salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: • Additional services for homeless students: Resource: Title I, Part A; Amount: $5,000		
4.4	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	$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: N/A		
4.5	Community outreach and partnerships	Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal Title funds: N/A	$268,160.00	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.

Goal 4 Action 1: Planned Actions - parent meeting expenses and Document Tracking Services (DTS) fees.
Actual Implementation of Actions - DTS fees paid through Home Office budget.

Goal 4 Action 2: Planned Actions - Infinite 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.
Actual Implementation of Actions - All planned actions were implemented, however less Home Visits were conducted than our original goal of 20% of our student population. Only 2.1% of our students received a Home Visit this year. This is attributed to teachers not feeling comfortable with participating due to the COVID-19 virus. The virtual Home Visit policy was approved by our Board but our numbers remained low this year due to many other priorities. Also, although we had a lot of parent activities planned, the number of parents/guardians who participated was very low.

Goal 4 Action 3: Planned Actions - 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.
Actual Implementation of Actions - All planned actions were implemented. Additional SEL PD for staff and SEL programs for students were added throughout the year to address the high level of needs exhibited by students upon their return to in-person learning. All students received one free set of school uniforms at the start of the school year.

Goal 4 Action 4: Planned Actions - Panorama Education survey fees. Actual Implementation of Actions - All planned actions were implemented. 80% of families, 100% of students, and 100% of staff members completed the Educational Partner survey in Spring 2022. Our school received an approval rating of 96% by families, 72% by students, and 84% by staff.

Goal 4 ACtion 5: Planned Actions - membership fees (CCSA, WASC, etc.), Actual Implementation of Actions - All planned actions were implemented. Additional funding was allocated to marketing, branding, outreach, and partnership expenses to assist us with enrollment needs due to students moving out of state and participation in applying for the Community Schools Planning Grant which we received.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1:
Planned Expenditures: NA
Actual Expenditures: NA

Goal 4 Action 2:

Planned Expenditures: $184,042.00
Actual Expenditures: $195,250.74
The planned expenditures for 4.2 were about $3,500 less than the actual expenditures. This discrepancy is attributed to additional funding needing to be allocated to postage expenses (Pitney Bowes). More items were mailed home since in-person meetings and events were limited this year due to COVID-19 health and safety protocols.

Goal 4 Action 3:
Planned Expenditures: $248,810.00
Actual Expenditures: 213,452.06
The planned expenditures for 4.3 were about $35,357.94 less than the actual expenditures. This discrepancy is attributed to pending SEL PD for staff and SEL programs for students being added throughout the year to address the high level of needs exhibited by students upon their return to in-person learning.

Goal 4 Action 4:
Planned Expenditures: $2,000
Actual Expenditures: $2,000
There are no discrepancies for 4.4 between planned and actual expenditures. All planned actions were implemented and allocated funds were used. Funds were used to cover the expense of the Panorama Survey system to administer the annual educational partner surveys to families, staff and students.

Goal 4 Action 5:
Planned Expenditures: $152,580.00
Actual Expenditures: $152,547.06
There are no discrepancies for 4.5

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 4 Action 1: This action was effective in making progress toward the goal. Although we are a school that frequently seeks input and guidance for decision making from our families, we did not allocate any funds for this action. We did hold most of the projected parent meetings as explained in our LCAP and we do administered the annual Educational Partner surveys. For the 2021-22 school year we conducted 6 PAC/PTF meetings, 4 ELAC meetings, 4 SSC meetings and held 23 parent participation events and activities. During these meetings, feedback and input was sought for items such as LCAP development, budget development, safety plan development, etc

Goal 4 Action 2: This action was effective in making progress toward the goal. The steps taken for action 2 helped our educational partners feel a sense of community and connectedness. This includes holding events such as the Community Resource Fair, Back to School Night, Steam Expo, parent/teacher conferences, regular meetings and more. Although many of these events and activities had to be held virtually

this year to ensure health and safety, we worked hard to stay connected to our families and community. We did not meet our home visit goal, we will make these adjustments for next year.

Goal 4 Action 3: Dean of Students salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The school benefits tremendously from having all these positions funded to keep our school safer.

Goal 4 Action 4: This action was effective in making progress toward the goal. This action is dedicated to giving our educational partners a platform to share their feedback on critical areas of our school functionality to allow us an opportunity to review data, reflect and refine as needed. Having families participate in these annual surveys truly allows for collaboration as we develop our school-wide action plans based on the
input received.

Goal 4 ACtion 5:

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.

After taking the time to reflect upon goal #4 and it's metrics, desired outcomes, and actions, we have determined that most practices will remain the same for the 2022-23 school year wherever applicable and possible. For example, we will continue holding parent meeting and family and community events next year. We will also continue to prioritize the staff positions that help us better connect with and serve our school and community. This includes our office staff, our dean of culture, academic advosir, assistant principal and a new position for next year, a Community School 2022-23. Coordinator. We will also continue to administer the annual educational partner survey knowing how critical that data and information is to our decision making and planning. Some changes to these actions for next year include prioritizing more SSC meetings, conducting more home visits, and holding more in person events now that it has been determined to be safer for these to occur.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$1,277,353	$156,810.92

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
36.14%	0.00%	$0.00	36.14%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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 slow-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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Magnolia Science Academy Bell plans to give all staff that have worked for at least 80% of the time this school year 2022-23 a $2,000 bonus. This year has been challenging and retaining staff has been an issue across the country, for us, we have been fortunate and we want our

staff to continue to feel valued and appreciated, this will support our staff retention that ultimately leads to student growth. The remaining funds will be used to hire an academic advisor to ensure that students are career and college bound, through experiences and opportunities provides while at MSA Bell.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,149,796.00	$1,741,158.00		$1,166,131.00	$7,057,085.00	$4,653,154.00	$2,403,931.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Teacher assignments and credentials	All	$20,500.00				$20,500.00
1	1.2	Instructional materials and technology	All	$271,529.00	$13,797.00		$120,952.00	$406,278.00
1	1.3	Clean and safe facilities that support learning	All	$517,769.00			$37,066.00	$554,835.00
1	1.4	Healthy and nutritious meals	Low Income	$102,000.00				$102,000.00
1	1.5	Well-orchestrated Home Office support services	All	$805,242.00	$13,598.00		$14,278.00	$833,118.00
2	2.1	Broad course of study and standards-based curriculum	All	$997,758.00	$123,424.00		$352,562.00	$1,473,744.00
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	$13,000.00	$25,884.00		$20,384.00	$59,268.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	$150,481.00	$185,788.00		$239,076.00	$575,345.00
2	2.4	Designated and integrated ELD programs	English Learners					
2	2.5	Support for students with disabilities	Students with Disabilities	$290,901.00	$669,141.00		$189,914.00	$1,149,956.00
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income					
3	3.2	STEAM and GATE programs	English Learners Foster Youth	$1.00	$1,000.00		$73,000.00	$74,001.00

2022-23 Local Control Accountability Plan for Magnolia Science Academy-Bell

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	$5,720.00			$3,000.00	$8,720.00
3	3.4	Physical education, activity, and fitness	Low Income	$255,795.00				$255,795.00
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	$347,396.00	$313,225.00			$660,621.00
4	4.1	Seeking family input for decision making	English Learners Foster Youth Low Income					
4	4.2	Building partnerships with families for student outcomes	English Learners Foster Youth Low Income	$194,680.00	$3,622.00		$70,845.00	$269,147.00
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	$154,024.00	$185,520.00		$4,053.00	$343,597.00
4	4.4	Annual stakeholder surveys	English Learners Foster Youth Low Income	$2,000.00				$2,000.00
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	$21,000.00	$206,159.00		$41,001.00	$268,160.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$3,534,163	$1,277,353	36.14%	0.00%	36.14%	$1,246,097.00	0.00%	35.26 %	**Total:**	$1,246,097.00
								LEA-wide Total:	$1,246,097.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.4**	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	$102,000.00	
2	**2.2**	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,000.00	
2	**2.3**	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,481.00	
2	**2.4**	Designated and integrated ELD programs	Yes	LEA-wide	English Learners	All Schools		
3	**3.1**	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	**3.2**	STEAM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1.00	
3	**3.3**	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth	All Schools	$5,720.00	

2022-23 Local Control Accountability Plan for Magnolia Science Academy-Bell

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	$255,795.00	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$347,396.00	
4	4.1	Seeking family input for decision making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.2	Building partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$194,680.00	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$154,024.00	
4	4.4	Annual stakeholder surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,131,450.00	$6,312,032.78

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher assignments and credentials	No	$20,500.00	$219,000.00
1	1.2	Instructional materials and technology	No	$363,310.00	$418,078.37
1	1.3	Clean and safe facilities that support learning	No	$544,848.00	$522,595.94
1	1.4	Healthy and nutritious meals	Yes	$124,000.00	$124,000.00
1	1.5	Well-orchestrated Home Office support services	No	$877,325.00	$884,300.40
2	2.1	Broad course of study and standards-based curriculum	No	$1,334,083.00	$1,248,820.36
2	2.2	Professional development for high-quality instruction	Yes	$61,768.00	$59,268.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	$558,498.00	$608,159.51
2	2.4	Designated and integrated ELD programs	Yes		
2	2.5	Support for students with disabilities	No	$1,044,081.00	$962,326.55

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	College/Career readiness programs and activities	Yes		
3	3.2	STEAM and GATE programs	Yes	$1,000.00	$1,000.00
3	3.3	Digital literacy and citizenship programs	Yes	$10,500.00	$8,720.35
3	3.4	Physical education, activity, and fitness	Yes	$226,159.00	$227,114.54
3	3.5	Additional programs and activities that support well-rounded education	Yes	$377,946.00	$465,398.90
4	4.1	Seeking family input for decision making	Yes		
4	4.2	Building partnerships with families for student outcomes	Yes	$184,042.00	$195,250.74
4	4.3	MTSS - PBIS and SEL support	Yes	$248,810.00	$213,452.06
4	4.4	Annual stakeholder surveys	Yes	$2,000.00	$2,000.00
4	4.5	Community outreach and partnerships	Yes	$152,580.00	$152,547.06

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,074,291.00	$1,258,911.00	$1,756,868.92	($497,957.92)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	$124,000.00	$0.00		
2	2.2	Professional development for high-quality instruction	Yes	$38,884.00	$59,268.00		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	$249,940.00	$599,159.51		
2	2.4	Designated and integrated ELD programs	Yes		$0.00		
3	3.1	College/Career readiness programs and activities	Yes		$0.00		
3	3.2	STEAM and GATE programs	Yes		$1,000.00		
3	3.3	Digital literacy and citizenship programs	Yes	$7,500.00	$8,720.35		
3	3.4	Physical education, activity, and fitness	Yes	$226,159.00	$227,114.54		
3	3.5	Additional programs and activities that support well-rounded education	Yes	$264,096.00	$465,398.90		
4	4.1	Seeking family input for decision making	Yes		$0.00		
4	4.2	Building partnerships with families for student outcomes	Yes	$166,469.00	$34,208.50		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	MTSS - PBIS and SEL support	Yes	$158,863.00	$207,452.06		
4	4.4	Annual stakeholder surveys	Yes	$2,000.00	$2,000.00		
4	4.5	Community outreach and partnerships	Yes	$21,000.00	$152,547.06		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,990,625	$1,074,291.00	0.00%	35.92%	$1,756,868.92	0.00%	58.75%	$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners 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* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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

2022-23 Local Control Accountability Plan for Magnolia Science Academy-Bell

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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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

2022-23 Local Control Accountability Plan for Magnolia Science Academy-Bell

- 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 educational partners 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 educational partners 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.

2022-23 Local Control Accountability Plan for Magnolia Science Academy-Bell

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 educational partners. 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 educational partners, 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.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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:

2022-23 Local Control Accountability Plan for Magnolia Science Academy-Bell

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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.

- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **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.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

    For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

  - This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table
Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  o This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

   o   This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy - Santa Ana

CDS Code: 30-76893-0130765

School Year: 2022-23

LEA contact information:

Steven Keskinturk & Maria Czerner-Rowell

Site Director/Secondary Principal & Elementary 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 2022-23 School Year

Projected Revenue by Fund Source

All federal funds, $1,451,372 , 14%

All local funds, $64,174 , 1%

All other state funds, $2,399,124 , 22%

Total LCFF funds $6,799,489 63 %

All Other LCFF funds, $5,686,370 , 53%

LCFF supplemental & concentration grants, $1,113,119 , 10%
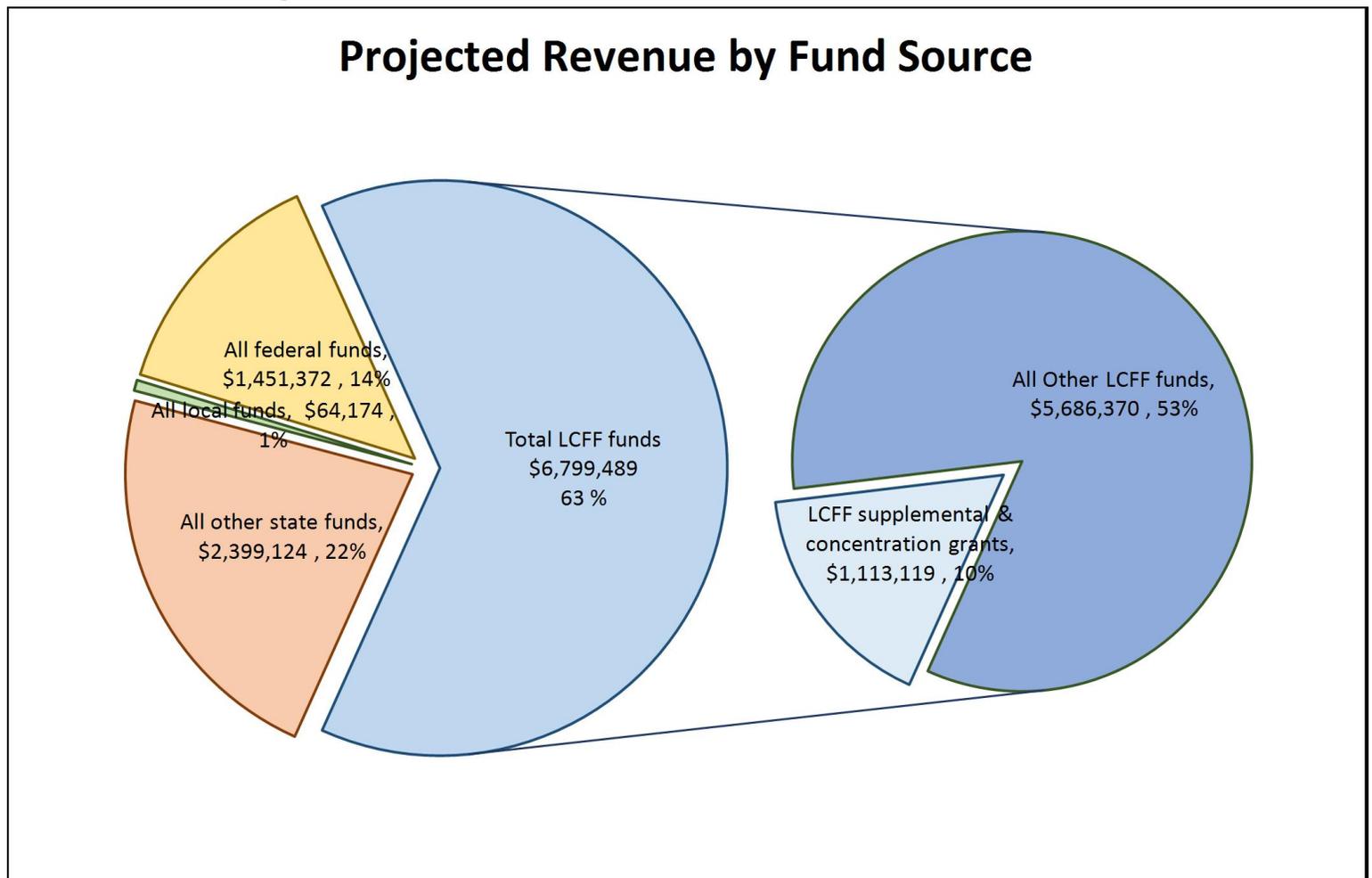
This chart shows the total general purpose revenue Magnolia Science Academy - Santa Ana expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy - Santa Ana is $10,714,159, of which $6799489 is Local Control Funding Formula (LCFF), $2399124 is other

state funds, $64174 is local funds, and $1451372 is federal funds. Of the $6799489 in LCFF Funds, $1113119 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $10,561,449

Total Budgeted Expenditures in the LCAP $10,561,449

This chart provides a quick summary of how much Magnolia Science Academy - Santa Ana plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy - Santa Ana plans to spend $10,561,449 for the 2022-23 school year. Of that amount, $10,561,449 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:

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Magnolia Science Academy - Santa Ana is projecting it will receive $1113119 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 $1,618,964 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 2021-22

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- Total Budgeted Expenditures for High Needs Students in the LCAP: **$1,350,717**
- Actual Expenditures for High Needs Students in LCAP: **$2,317,272**
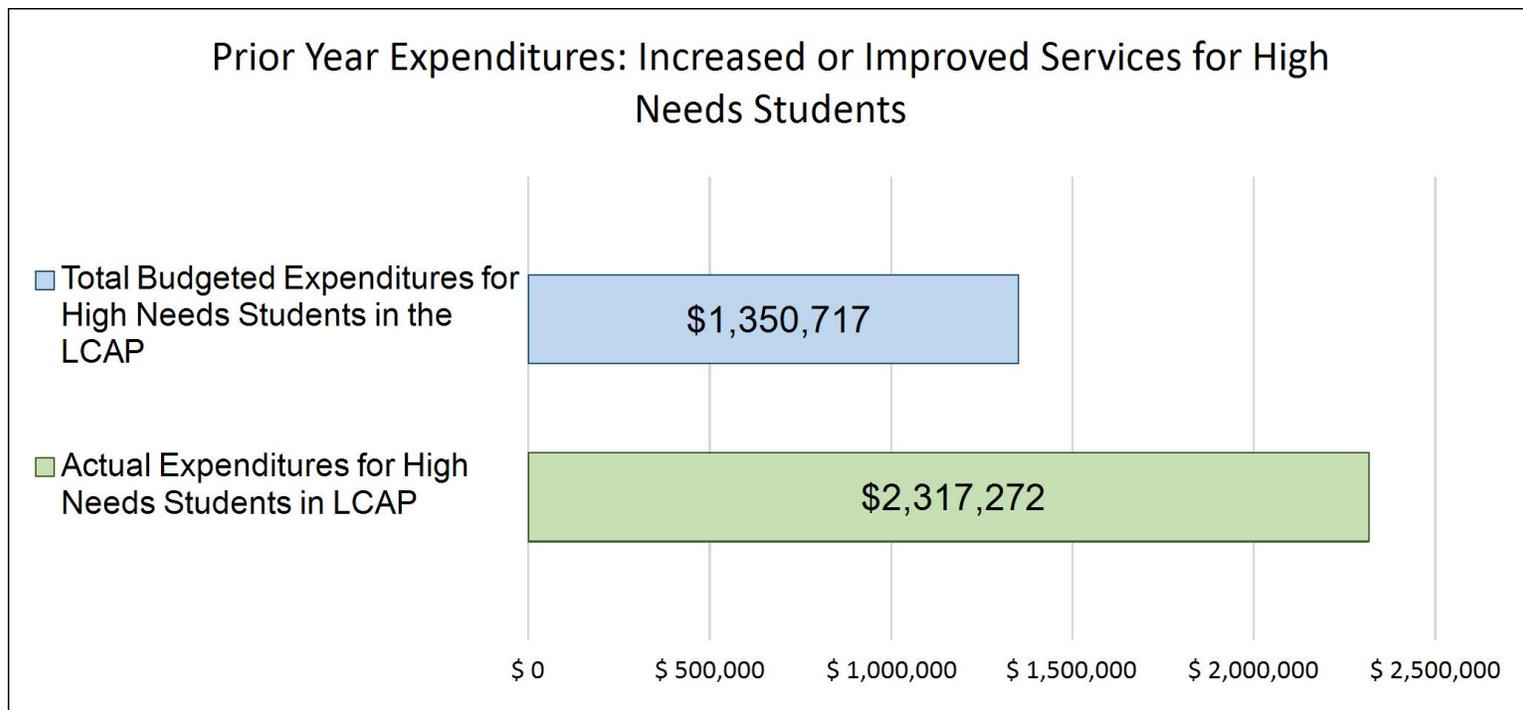
This chart compares what Magnolia Science Academy - Santa Ana budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy - Santa Ana estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Magnolia Science Academy - Santa Ana's LCAP budgeted $$1,350,717.00 for planned actions to increase or improve services for high needs students. Magnolia Science Academy - Santa Ana actually spent $$2,317,272.09 for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy - Santa Ana	Steven Keskinturk, Campus Director, Secondary Principal Maria Rowell, Elementary Principal	skeskinturk@magnoliapublicschools.org (714) 479-0115 mrowell@magnoliapublicschools.org (562) 508-8061

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Stakeholder collaboration has been a priority for Magnolia Science Academy Santa Ana in developing the schoolwide action plan/LCAP and Educator Effectiveness Block Grant, A-G Completion Improvement Grant, Expanded Learning Opportunities Program, and Pre-K Planning and Implementation funds. To engage all stakeholders in reviewing the student data and the development of the schoolwide action plan, collaborative meetings have taken place regularly. Some of the discussions we held are the weekly Second Cup Of Coffee with the Principal meetings, Town Hall meetings, Parent Task Force meetings, School Site Council meetings, Department meetings, and Grade Level meetings.

MSA-Santa Ana has provided many community engagement opportunities during the year to gather feedback to inform the development of the Educator Effectiveness Block Grant, A-G Completion Improvement Grant, Expanded Learning Opportunities Program, and Pre-K Planning and Implementation and the Local Control Accountability Plan (LCAP). The feedback that we received is used to develop the expenditure plans. In addition, we received feedback from MSA-Santa Ana staff during our regular staff meeting, and we received feedback from parents, students, and community members during School Site Council Meeting. We will have our Educator Effectiveness Block Grant, A-G Completion Improvement Grant, Expanded Learning Opportunities Program, and Pre-K Planning and Implementation plans presented during a regular MPS Governing board meeting for public comment as well.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

MSASA is receiving $198,638.77 additional LCFF Grant payment. MSASA is planning to spend $126,000.00 for the staff retention bonus. For the remaining amount, MSASA plans to hire an additional part-time social worker or make the current part-time social worker full-time.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Stakeholder collaboration has been a priority for Magnolia Science Academy Santa Ana in the development of the schoolwide action plan/LCAP and ESSER III funds. In an effort to engage all stakeholders in the review of the student data and the development of the school-wide action plan, collaborative meetings have taken place regularly. Some of the meetings we held are the weekly Second Cup Of Coffee with the Principal meetings, Town Hall meetings, Parent Task Force meetings, School Site Council meetings, Department meetings, and Grade Level Meetings.

MSA-Santa Ana has provided many community engagement opportunities during the 2020-2021 school year to gather feedback to inform the development of the Expanded Learning Opportunities Grant Plan (ELOG) and the Local Control Accountability Plan (LCAP). The feedback that we received for the ELOG and LCAP is used in the development of this ESSER III expenditure plan. In addition, we received feedback from MSA-Santa Ana staff during our regular staff meeting, and we received feedback from parents, students, and community members during School Site Council meeting. Additionally, the families that speak languages other than English also attended all of our meetings. For those parents, we provided translation services. Also, we have had meetings held for English speaking and Spanish only speaking parents so that the information related to school issues were provided to those parents in their language.

All administrators: principals, deans of academics, dean of students, and college counselor met regularly to ensure that the funds for this plan are well utilized, sourced, and spent. Additionally, the paraprofessionals, teacher aides, outside duty supervisors, custodial staff, afterschool supervisors, and all other educators were involved in the preparation of this plan to make sure it will address the needs our our students. In terms of special education administrators, MSA Santa Ana utilizes EL Dorado as our SELPA to mitigate the needs of our students academically, behaviorally, socially and emotionally. For the ESSER III plan, The El Dorado officials were informed about the plan via email and asked if they had any feedback. The tribes and civil right organizations are not represented in MSA Santa Ana's community. Finally, the school held School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings where Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth (N/A), migratory students(N/A), children who are incarcerated (N/A), and other underserved students. We have had our ESSER III plan presented during a regular MPS Governing board meeting for public comment, as well.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

MSASA is facing problems implementing and using the ESSER III funds in the facilities improvement projects due to supply shortages of the vendors and the longer processing time of the vendors because of the COVID pandemic. However, MSASA was able to implement the hiring for additional staff. So far MSASA used $160,851.00 of it's ESSER III funds for mostly staffing, but also for Books & Supplies and Services & Other Operating Expenses. In regards to In-Person Instruction Grant, spent $20,947.00, mostly for staffing.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

We used the feedback from the community engagement and incorporated this feedback into developing strategies for addressing the loss of instructional time and providing additional support to all MSA-Santa Ana students. Current feedback and feedback for the development of Educator Effectiveness Block Grant, A-G Completion Improvement Grant, Expanded Learning Opportunities Program, and Pre-K Planning and Implementation are aligned, including the commitment to in-person learning, small group instruction opportunities, providing strong counseling support, hiring additional staff members, intervention, enrichment opportunities, Saturday school, extended school year, summer school opportunities, facility improvements, and maintenance. These plans incorporate this feedback and continue to provide safe and continuous in-person learning and address the social-emotional, and academic needs of our students.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "*A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.*"

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the

continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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 & Maria Czerner-Rowell Site Director/Secondary Principal & Elementary Principal	skeskinturk@magnoliapublicschools.org & mrowell@magnoliapublicschools.org (714) 479-0115

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 the 2021-22 academic year, Magnolia Science Academy-Santa Ana continued its sixth 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 2021 California accountability dashboard data, we continue to have a very low suspension rate and 96% 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, 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.

At MSASA, some of our successes for the 2021-22 school year include:

Teachers used IAB data and MAP data to inform their instruction
Increased College related events and communications
Provided high number of AP courses (8)
Continued Dual Enrollment Program with Santa Ana College

2022-23 Local Control Accountability Plan for Magnolia Science Academy - Santa Ana

Continued to hold data driven meetings with teachers
Improving student engagement and assignment completion by implementing PBIS.
College Counselor conducted Individual meetings to increase college readiness.
Increase efficiency of small group interventions with stronger after school program and Saturday School

Every year we conduct a Stakeholder Survey - here is a summary of what our stakeholders "like the most about our 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 2019 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 intervention 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 they're ready and successful for the next grade level.

We continue to provide social-emotional support for our students. Our MTSS grant still allows 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. We have also partnered with Care Solace this year to give students and families access to mental health services.

We conducted our annual panorama surveys and reflected on our stakeholders' greatest areas of need and this is how they answered for "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, food, and the lack of a music program.

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 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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this 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 educational partners.

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 input from educational partners.

MSA-SA's LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:
- Improvements in designated/integrated English Learner services
- Expanding after school, Morning Interventions, Tutoring Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers
- Increasing college preparedness by offering a college planning and career exploration program for students early on, strengthening existing "Advisory" programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses
- Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Other input includes improving school facilities and the lunch program.

Goals and Actions

Goal

Goal #	Description
1	BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0			2023-24: 0
Percentage of students without access to their own copies of standards-	2020-21: 0%	2021-22: 0%			2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
aligned instructional 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	2021-22: 0			2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 94.0%	2021-22: (Spring 2021 to Fall 2021) 64%			2023-24: (Spring 2023 to Fall 2023) 85.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 99.1%	2021-22: (As of 5/12/22) 97.1%			2023-24: 97.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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	$35,250.00	No

Action #	Title	Description	Total Funds	Contributing
		for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds:N/A		
1.2	Instructional materials and technology	Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review the alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter schools will annually review budgets and plan to ensure an adequate budget for instructional materials. Charter schools 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. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and	$1,044,464.00	No

Action #	Title	Description	Total Funds	Contributing
		other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: Expenditure of Technology/Software: $909 from Title II funds.		
1.3	Clean and safe facilities that support learning	Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor 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. Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A	$539,575.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Healthy and nutritious meals	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. Expenditures associated with this action include the following: student meals, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A	$10,000.00	Yes
1.5	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.	$1,689,817.00	No

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: N/A		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

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. At MSASA, a substantive difference from what was planned to an actual expenditure was largely due to our teacher retention bonuses, thus a significant impact was full time staff were given $4500 and part time staff were given $2500.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The CCSS aligned curriculum and the online resources have helped teachers prepare standard based lessons and target intervention based on the needs of students. Saturday school structure has been changed to meet the needs of the students who need the one-on-one support. The program helped students pass their classes and improve their scores on MAP and IAB tests.

Dual-enrollment opportunities are not limited to courses students can take at college campuses. The participation rate for the on-campus college course is above the expected number. We will continue to offer two dual enrollment classes next year here on our campus.

An explanation of how effective the specific actions were in making progress toward the goal.

We are making our school Social Worker full time to support students with their social and emotional needs. Other than this, we only have minor differences between Budgeted and Estimated Actual Expenditures.

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.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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.

MSASA 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	2020-21: 100%	2021-22: (As of 5/13/22) 100%			2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Source: Local 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%	2021-22: (As of 5/13/22) 100%			2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 5/13/22) 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%	2021-22: (As of 5/13/22) 51%			2023-24: 100%
Percentage of students who have	2020-21: (First semester)	2020-21: (Second semester)			2023-24: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	69%	85%			
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 126.5	2021-22: (As of 5/13/22) 39.9			2023-24: 130
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: • All Students: 34.23% • English Learners: 9.28% • Socioeconomically Disadvantaged: 32.47% • Students with Disabilities: 12.07% • Homeless: 32.43% • Hispanic: 31.18% • White: 73.33%	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.			2022-23: • All Students: 38.00% • English Learners: 12.00% • Socioeconomically Disadvantaged: 38.00% • Students with Disabilities: 16.00% • Homeless: 38.0% • Hispanic: 37.00% • White: 74.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: • All Students: 38.26% • English Learners: 9.26% • Students with Disabilities: 27.78% • Hispanic: 34.88% • White: 72.73% IAB ELA Level 3 and 4 Projection (5/13/22): • All Students: 53.97%			
Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: (2019 Dashboard) • All Students: 34.5 points below standard • English Learners: 68.0 points below standard	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress			2022-23: (2023 Dashboard) • All Students: 28.0 points below standard • English Learners: 60.0 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	- Socioeconomically Disadvantaged: 40.2 points below standard - Students with Disabilities: 80.2 points below standard - Homeless: 28.8 points below standard - Hispanic: 42.8 points below standard - White: 83.9 points above standard	(MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: - All Students: 46.0% - English Learners: 43.1% - Students with Disabilities: 45.3% - Hispanic: 45.3% - White: 50.0%			- Socioeconomically Disadvantaged: 33.0 points below standard - Students with Disabilities: 72.0 points below standard - Homeless: 22.0 points below standard - Hispanic: 36.0 points below standard - White: 80.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2020-21: - All Students: 42.7% - English Learners: 40.3% - Socioeconomically Disadvantaged: 43.3%	Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: - All Students: 46.0% - English Learners: 43.1%			2023-24: - All Students: 60.0% - English Learners: 54.0% - Socioeconomically Disadvantaged: 60.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Students with Disabilities: 36.5% • Hispanic: 42.6% • White: 31.3%	• Students with Disabilities: 45.3% • Hispanic: 45.3% • White: 50.0%			• Students with Disabilities: 58.0% • Hispanic: 60.0% • White: 44.0%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: • All Students: 28.61% • English Learners: 10.0% • Socioeconom ically Disadvantag ed: 26.36% • Students with Disabilities: 12.06% • Homeless: 27.03% • Hispanic: 25.29% • White: 73.33%	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:			2022-23: • All Students: 32.00% • English Learners: 15.00% • Socioeconom ically Disadvantag ed: 32.00% • Students with Disabilities: 16.00% • Homeless: 32.0% • Hispanic: 32.00% • White: 75.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		• All Students: 25.87% • English Learners: 5.41% • Students with Disabilities: 12.96% • Hispanic: 22.65% • White: 54.55% IAB Math Level 3 and 4 Projection (5/13/22): • All Students: 43.61%			
Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: (2019 Dashboard) • All Students: 50.8 points below standard • English Learners: 79.4 points below standard • Socioeconomically Disadvantaged: 56.4 points below standard	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their			2022-23: (2023 Dashboard) • All Students: 42.0 points below standard • English Learners: 73.0 points below standard • Socioeconomically Disadvantaged: 50.0 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 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	growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: • All Students: 61.5% • English Learners: 54.3% • Students with Disabilities: 46.9% • Hispanic: 61.4% • White: 58.3%			• Students with Disabilities: 85.0 points below standard • Homeless: 46.0 points below standard • Hispanic: 52.0 points below standard • White: 50.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2020-21: • All Students: 40.5% • English Learners: 35.9% • Socioeconomically Disadvantaged: 40.0% • Students with Disabilities: 32.9%	Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: • All Students: 61.5% • English Learners: 54.3% • Students with Disabilities: 46.9%			2023-24: • All Students: 50.0% • English Learners: 44.0% • Socioeconomically Disadvantaged: 50.0% • Students with Disabilities: 51.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Hispanic: 39.7% • White: 44.4%	• Hispanic: 61.4% • White: 58.3%			• Hispanic: 50.0% • White: 55.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: (2019 Dashboard) 41.9%	2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. 2022 ELPAC Percentage of Students at Each Performance Level: • Level 4: 14% • Level 3: 34% • Level 2: 37% • Level 1: 15%			2022-23: (2023 Dashboard) 45.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 6.1%	2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 14%			2023-24: 15.0%

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: • All Students: 16.47% • English Learners: 1.92% • Socioeconomically Disadvantaged: 16.54% • Students with Disabilities: 0.00% • Homeless: 17.65% • Hispanic: 14.58% • White: 30.76%	CAST assessments were waived during the 2019-20 and 2020-21 school years.			2022-23: • All Students: 20.00% • English Learners: 10.00% • Socioeconomically Disadvantaged: 20.00% • Students with Disabilities: 10.00% • Homeless: 20.0% • Hispanic: 20.00% • White: 32.0%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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 are dependent on student needs and interests. 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.	$2,741,565.00	No

Action #	Title	Description	Total Funds	Contributing
		The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: • 3500 Unemployment Insurance: Resource: Title I,; Amount: $64,196 • 3400 Health and Welfare Benefits: Resource Tilte1: Amount:$2463.60 • 3300 Oasdi/Medicare: Title 1: $465.421 • 3100 STRS: resource Title 1: $6130.718 • 1100 Teachers Salaries Resource: Title 1: $32098		
2.2	Professional development for high-quality instruction	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff	$95,050.00	Yes

Action #	Title	Description	Total Funds	Contributing
		development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees. The following expenditures will be funded by federal Title funds: • Professional development expenses: Resource: Title II, Part A; Amount: $25,750		
2.3	MTSS - Academic enrichment, intervention, and student support	Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries	$680,058.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Infinite Campus fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Accelerated Reader, Standards Plus, Quizizz, Padlet, BrainPOP, NextGenMath, Spelling City, Seesaw, and MyON.) The following expenditures will be funded by federal Title funds: • Intervention Teacher salary and benefits: Resource: Title I, Part A; Amount: $30,000 • Educational Software: Resource: Title I and Title IV; Amount $43,040 • 3500 Unemployment Insurance Resource: Title 1: $60 • 3300 OASDI/Medicare Resource: Title 1:$435 • 3100 STRS Resource:Title 1: $5730		
2.4	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		Yes

Action #	Title	Description	Total Funds	Contributing
		assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, and EL instructional aide salary and benefits. The following expenditures will be funded by federal Title funds: N/A		
2.5	Support for students with disabilities	Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and	$1,193,203.00	No

Action #	Title	Description	Total Funds	Contributing
		SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: • 1100 Teacher Salaries: Resource Title 1: $13024 • 2100 Instructional Aide Salaries: Resource: Title I, Part A; Amount: $155,796 • 3100 STRS: Resource: Title I, Part A; Amount: $2487.584 • 3100 STRS: Resource: Title I, Part A; Amount: $6,449 • 3200 PERS: Resource: Title I, Part A; Amount: $26,959 • 3300 OASDI/Medicare: Resource: Title I, Part A; Amount: $9,555 • 3300 OASDI/Medicare: Resource: Title I, Part A; Amount: $188.848 • 3400 Health & Welfare Benefits: Resource: Title I, Part A; Amount: $1231.8 • 3400 Health & Welfare Benefits: Resource: Title I, Part A; Amount: $15,541 • 3500 Unemployment Insurance: Resource: Title I, Part A; Amount: $26.048 • 3500 Unemployment Insurance: Resource: Title I, Part A; Amount: $588		

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.

We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo. 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. The CCSS aligned curriculum and the online resources have helped teachers prepare standard based lessons and target intervention based on the needs of students. Saturday school structure has been changed to meet the needs of the students who need the one-on-one support. The program helped students pass their classes and improve their scores on MAP and SBAC tests.

Dual-enrollment opportunities are not limited to courses students can take at college campuses. The participation rate for the on-campus and off-campus college course is above the expected number.

There are no discrepancies as to what was planned for and what was spent in regards to course of study and professional development for high quality instruction, MTSS, designated and integrated EL programs, and support for students with disabilities. .

An explanation of how effective the specific actions were in making progress toward the goal.

We had to spend more funds on STEAM materials because this year, our Art teacher attended PDs that involved getting technology equipment and additional materials; this was a huge benefit for our students. Our new science teacher used a lot of hands on materials this year and that was also factored in.

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.

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.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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 Dashboard CCI data is not available. 2021-22: (Projected as of 5/13/22) 34.2%			2021-22: 70.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-	2018-19: 50.0%	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21			2021-22: 53.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA/Literacy assessments (Source: CDE DataQuest)		school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: • Grade 11 Students: 54.84% IAB ELA Level 3 and 4 Projection (5/13/22): • Grade 11 Students: 64.47%			
Percentage of students in Grade 11 meeting or exceeding	2018-19: 55.56%	CAASPP-Mathematics assessments were			2021-22: 60.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)		waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments. Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: • Grade 11 Students: 30.30% IAB Math Level 3 and 4 Projection (5/13/22): • Grade 11 Students: 33.10%			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 47.8%	2020-21: 47.1%			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%	2020-21: 54.2%			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%	2021-22: (As of 5/13/22) 39.5%			2023-24: 40.0%
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 100%	2020-21: 86.4% 2021-22: (As of 5/13/22) 71.1%			2022-23: 85.0%
Percentage of cohort graduates earning a Seal of Biliteracy	2020-21: (As of 5/16/21) 45.0%	2021-22: (As of 5/13/22) 13.2%			2023-24: 30.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Source: CDE DataQuest)					
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 40.0%	2021-22: (As of 5/13/22) 23.7%			2023-24: 30.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2020-21: (As of 5/16/21) 60.0%	2021-22: (As of 5/13/22) 34.2%			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%	2021-22: (As of 5/13/22) 79%			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%	2021-22: (As of 5/13/22) 66%			2023-24: 50.0%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 57.1%	Class of 2019 data is not available.			Class of 2021: 60.0%
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local	2020-21: (As of 4/16/21) 5%	2021-22: (As of 5/13/22) 3%			2023-24: 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Indicator Priority 7, SIS)					
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%	2021-22: (As of 5/13/22) 64%			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%	2021-22: (As of 5/13/22) 91%			2023-24: 90%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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	$116,589.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college-related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.		
3.2	STEAM and GATE programs	Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.	$601.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: supplemental science program fees. The following expenditures will be funded by federal Title funds: • 4340 educational Software Resource: Title IV, $500		
3.3	Digital literacy and citizenship programs	Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: • 4340 Educational Software Resource: Title IV, $3,384 • Literacy Teacher salary and benefits: Resource: Title IV, Part A; Amount: $235,000 • Digital literacy and citizenship program fees: Resource: Title IV, Part A; Amount: $16,000	$255,310.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Physical education, activity, and fitness	Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: • 4340 Educational Software Resource: Title IV, $600	$370,676.00	Yes
3.5	Additional programs and activities that support well-rounded education	In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering,	$905,394.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ELA, languages other than English and culture, sports, visual and performing arts, community service, and others. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: • 3500 Unemployment Insurance Resource: Title 1: $6.311424 • 3400 Health and Welfare Benefits Resource Title 1: $4918.056 • 3300 OASDI/Medicare Resource Title 1: $241.411968 • 3200 PERS Resource: Title 1: $800.604.1344 • 2200 Classified Support Resource Title 1: $15778.56		

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.

This year our planned MAP, IAB, College Readiness, Courses and Assessments, AP courses, initial and summative ELPAC, as well as SBAC tests were all given in a timely manner. Our data tracking was housed Magnolia-wide, and shared with other school sites and Home Office to ensure that our students were tracked as well as given data conferences, and shared growth targets so that we can support all our learners. Data was shared on a bi-monthly basis with gen ed and/or departments. Discussions were held monthly in Dean of Academic and Principal meetings to showcase our student growth rates.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

MSASA ensured that we stayed near to closely around the planned monies, for example, college/career readiness programs and activities was planned at $98,331 and what was actually spent was $77, 986.32. For our digital literacy and citizenship programs, $105,765 was planned but $167, 120.09 was actually spent. As far as our physical activity programs, $185,694 was planned, and because of our newly granted CIF high school sports, we spent, $222,281.52.

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.

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 focus on acknowledging 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. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	CONNECTION: All students, families, staff, and other educational partners will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Educational partners 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 educational partners. This sense of connection creates a safe place for all learners and educational partners 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 educational partner 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	2021-22: (As of 5/13/22) 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	2021-22: (As of 5/13/22) 4			2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 36	2021-22: (As of 5/13/22) 4			2023-24: 4
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 42	2021-22: (As of 5/13/22) 35			2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: 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%	2021-22: (As of 5/13/22) 19.8%			2023-24: 20%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 97.61%	2021-22: (P-2 ADA) 94.20%			2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 5.3%	2021-22: (As of 5/13/22) 11.2%			2023-24: 5.0%
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%	2021-22: (As of 5/13/22) 0.0%			2023-24: 0.0%

2022-23 Local Control Accountability Plan for Magnolia Science Academy - Santa Ana

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%	2020-21: 0.0%			2022-23: 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 100.0%	2020-21: (2021 Dashboard) 97.4%			2022-23: (2023 Dashboard) 100.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 3/13/22) 1.9%			2023-24: 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 3/13/22) .19%			2023-24: 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 95.3% Families: 72.8% Staff: 100.0%	2021-22: Students: 70% Families: 81.8% Staff: 100%			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%	2021-22: Students: 70% Families: 94% Staff: 88%			2023-24: Students: 75% Families: 95% Staff: 85%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 86%	2021-22: (Spring 2021 to Fall 2021) 86%			2023-24: (Spring 2023 to Fall 2023) 85%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	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.		Yes
4.2	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	$215,295.00	Yes

Action #	Title	Description	Total Funds	Contributing
		covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: • 5800 Professional Services Resource: Title 1: $25,001 • 3500 Unemployment Insurance Resource: Title 1: $12 • 3300 OASDI/Medicare Resource: Title 1: $87 • 3100 STRS Resource: Title 1: $1146 • 1100 Teacher Salaries: Resource Title 1: $6,000		
4.3	MTSS - PBIS and SEL support	Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to	$414,644.00	Yes

Action #	Title	Description	Total Funds	Contributing
		suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school 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. 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, PDs on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: • 4340 educational Software: resource: Title IV: $5,000 • 4310 Instructional Materials and Supplies Resource Title 1: $8,000 • 2400 Clerical and Technology Resource: Title1: $66560		

Action #	Title	Description	Total Funds	Contributing
4.4	Annual educational partner 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 educational partners' 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 educational partners 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.	$2,500.00	Yes
4.5	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 educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.	$251,467.00	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.

We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. The expulsion rate after the pandemic is % and we use alternatives to suspensions as much as possible. Additionally our ADA has continue to be at or over 95%. Lastly, our graduation rate continues to be 100% for our freshmen cohort. MSASA has no significant increased expenditures. For example, this goal pertained to educational partners, seeking family input, PBIS and SEL support, annual stakeholder surveys, and community partnerships.

An explanation of how effective the specific actions were in making progress toward the goal.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

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.

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. We will focus on acknowledging 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.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$1,113,119	$221,874.92

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
23.11%	0.00%	$0.00	23.11%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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 slow-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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the current academic year, MSA Santa Ana will use the majority of these funds in keeping the social worker employed who provides direct services to our students in need. If there are any remaining funds, we will hire a part-time paraprofessional that can also be used for EL support in elementary.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,742,858.00	$2,587,852.00	$30,000.00	$2,200,748.00	$10,561,458.00	$6,318,830.00	$4,242,628.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Teacher assignments and credentials	All	$35,250.00				$35,250.00
1	1.2	Instructional materials and technology	All	$968,555.00	$43,000.00		$32,909.00	$1,044,464.00
1	1.3	Clean and safe facilities that support learning	All	$496,674.00			$42,901.00	$539,575.00
1	1.4	Healthy and nutritious meals	Low Income	$10,000.00				$10,000.00
1	1.5	Well-orchestrated Home Office support services	All	$1,428,944.00	$245,060.00		$15,813.00	$1,689,817.00
2	2.1	Broad course of study and standards-based curriculum	All	$1,100,794.00	$291,526.00		$1,349,245.00	$2,741,565.00
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	$12,050.00	$57,250.00		$25,750.00	$95,050.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	$302,047.00	$155,275.00		$222,736.00	$680,058.00
2	2.4	Designated and integrated ELD programs	English Learners					
2	2.5	Support for students with disabilities	Students with Disabilities	$93,678.00	$924,379.00		$175,146.00	$1,193,203.00
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	$116,589.00				$116,589.00
3	3.2	STEAM and GATE programs	English Learners Foster Youth	$1.00			$600.00	$601.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	$251,926.00			$3,384.00	$255,310.00
3	3.4	Physical education, activity, and fitness	Low Income	$108,705.00	$113,770.00		$148,201.00	$370,676.00
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	$402,377.00	$451,272.00	$30,000.00	$21,745.00	$905,394.00
4	4.1	Seeking family input for decision making	English Learners Foster Youth Low Income					
4	4.2	Building partnerships with families for student outcomes	English Learners Foster Youth Low Income	$183,049.00			$32,246.00	$215,295.00
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	$191,719.00	$92,853.00		$130,072.00	$414,644.00
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	$2,500.00				$2,500.00
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	$38,000.00	$213,467.00			$251,467.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type		Total LCFF Funds
$4,816,981	$1,113,119	23.11%	0.00%	23.11%	$1,618,963.00	0.00%	33.61 %	**Total:**		$1,618,963.00
								LEA-wide Total:		$1,618,963.00
								Limited Total:		$0.00
								Schoolwide Total:		$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	$10,000.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,050.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$302,047.00	
2	2.4	Designated and integrated ELD programs	Yes	LEA-wide	English Learners	All Schools		
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$116,589.00	
3	3.2	STEAM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1.00	
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth	All Schools	$251,926.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	$108,705.00	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$402,377.00	
4	4.1	Seeking family input for decision making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.2	Building partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$183,049.00	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$191,719.00	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$38,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$8,922,189.00	$9,399,530.46

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher assignments and credentials	No	$33,750.00	$306,250.00
1	1.2	Instructional materials and technology	No	$1,035,721.00	$1,140,225.38
1	1.3	Clean and safe facilities that support learning	No	$563,491.00	$562,313.96
1	1.4	Healthy and nutritious meals	Yes	$2,000.00	$9,000.00
1	1.5	Well-orchestrated Home Office support services	No	$1,538,903.00	$1,492,199.99
2	2.1	Broad course of study and standards-based curriculum	No	$2,477,676.00	$2,524,658.40
2	2.2	Professional development for high-quality instruction	Yes	$57,200.00	$52,950.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	$630,296.00	$609,027.83
2	2.4	Designated and integrated ELD programs	Yes		
2	2.5	Support for students with disabilities	No	$1,147,597.00	$1,056,110.64

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	College/Career readiness programs and activities	Yes	$98,331.00	$77,986.32
3	3.2	STEAM and GATE programs	Yes	$500.00	$500.00
3	3.3	Digital literacy and citizenship programs	Yes	$105,765.00	$167,120.09
3	3.4	Physical education, activity, and fitness	Yes	$185,694.00	$222,281.52
3	3.5	Additional programs and activities that support well-rounded education	Yes	$538,529.00	$669,150.49
4	4.1	Seeking family input for decision making	Yes		
4	4.2	Building partnerships with families for student outcomes	Yes	$224,715.00	$225,744.45
4	4.3	MTSS - PBIS and SEL support	Yes	$269,521.00	$266,011.39
4	4.4	Annual stakeholder surveys	Yes	$2,500.00	$2,500.00
4	4.5	Community outreach and partnerships	Yes	$10,000.00	$15,500.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,625,165.00	$1,350,717.00	$2,317,272.09	($966,555.09)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	$2,000.00	$9,000.00		
2	2.2	Professional development for high-quality instruction	Yes	$12,200.00	$52,950.00		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	$457,374.00	$609,027.83		
2	2.4	Designated and integrated ELD programs	Yes				
3	3.1	College/Career readiness programs and activities	Yes	$93,465.00	$77,986.32		
3	3.2	STEAM and GATE programs	Yes				
3	3.3	Digital literacy and citizenship programs	Yes	$105,765.00	$167,120.09		
3	3.4	Physical education, activity, and fitness	Yes	$96,397.00	$222,281.52		
3	3.5	Additional programs and activities that support well-rounded education	Yes	$212,079.00	$669,150.49		
4	4.1	Seeking family input for decision making	Yes				
4	4.2	Building partnerships with families for student outcomes	Yes	$187,715.00	$225,744.45		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	MTSS - PBIS and SEL support	Yes	$171,222.00	$266,011.39		
4	4.4	Annual stakeholder surveys	Yes	$2,500.00	$2,500.00		
4	4.5	Community outreach and partnerships	Yes	$10,000.00	$15,500.00		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$4,372,080	$1,625,165.00	0.00%	37.17%	$2,317,272.09	0.00%	53.00%	$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners 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* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

2022-23 Local Control Accountability Plan for Magnolia Science Academy - Santa Ana

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.

- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **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.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

    For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

  - This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table
Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table
- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy San Diego
CDS Code: 37-68338-0109157
School Year: 2022-23
LEA contact information:
Gokhan Serce
Regional Director and Principal
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 2022-23 School Year

Projected Revenue by Fund Source

All federal funds, $265,670
All local funds, $55,001, 1%
All other state funds, $1,383,739, 23%
Total LCFF funds $4,226,724 71%

All Other LCFF funds, $3,912,547, 66%
LCFF supplemental & concentration grants, $314,177, 5%
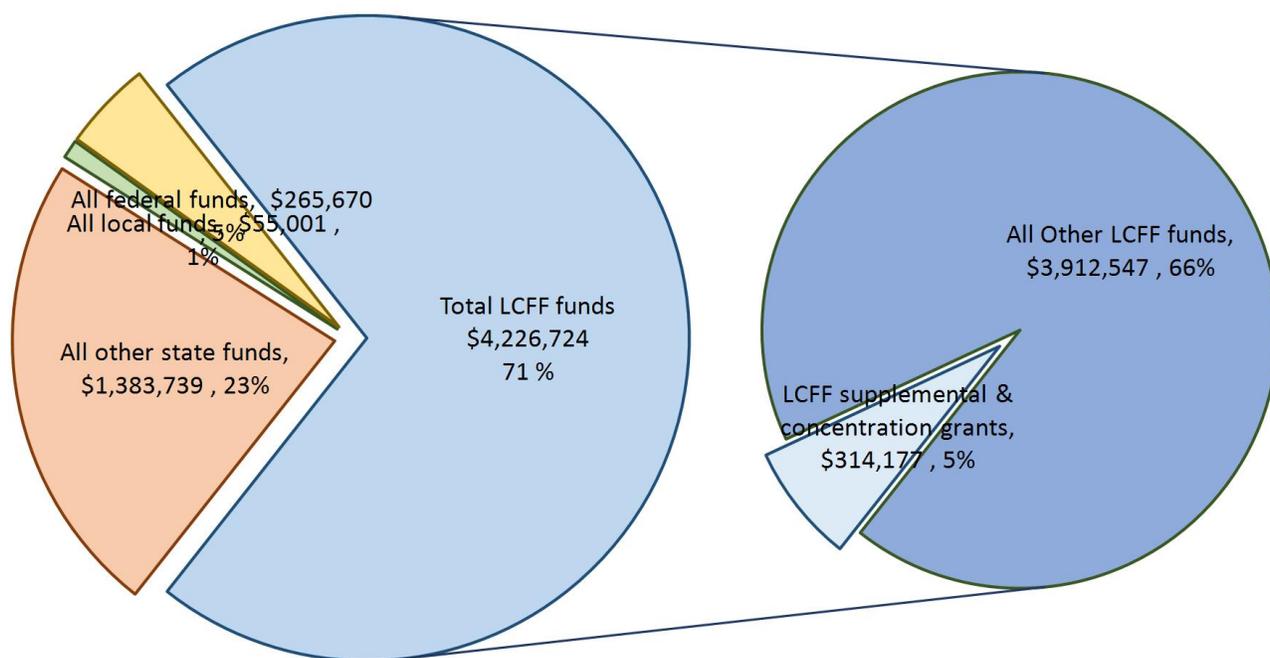
This chart shows the total general purpose revenue Magnolia Science Academy San Diego expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy San Diego is $5,931,134, of which $4226724 is Local Control Funding Formula (LCFF), $1383739 is other state

funds, $55001 is local funds, and $265670 is federal funds. Of the $4226724 in LCFF Funds, $314177 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $5,739,120	Total Budgeted Expenditures in the LCAP $5,739,120

This chart provides a quick summary of how much Magnolia Science Academy San Diego plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy San Diego plans to spend $5,739,120.00 for the 2022-23 school year. Of that amount, $5,739,120.00 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:

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Magnolia Science Academy San Diego is projecting it will receive $314177 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 $857,643.00 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 2021-22

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- Total Budgeted Expenditures for High Needs Students in the LCAP: $884,148
- Actual Expenditures for High Needs Students in LCAP: $994,822

(X-axis: $ 0, $ 200,000, $ 400,000, $ 600,000, $ 800,000, $ 1,000,000, $ 1,200,000)
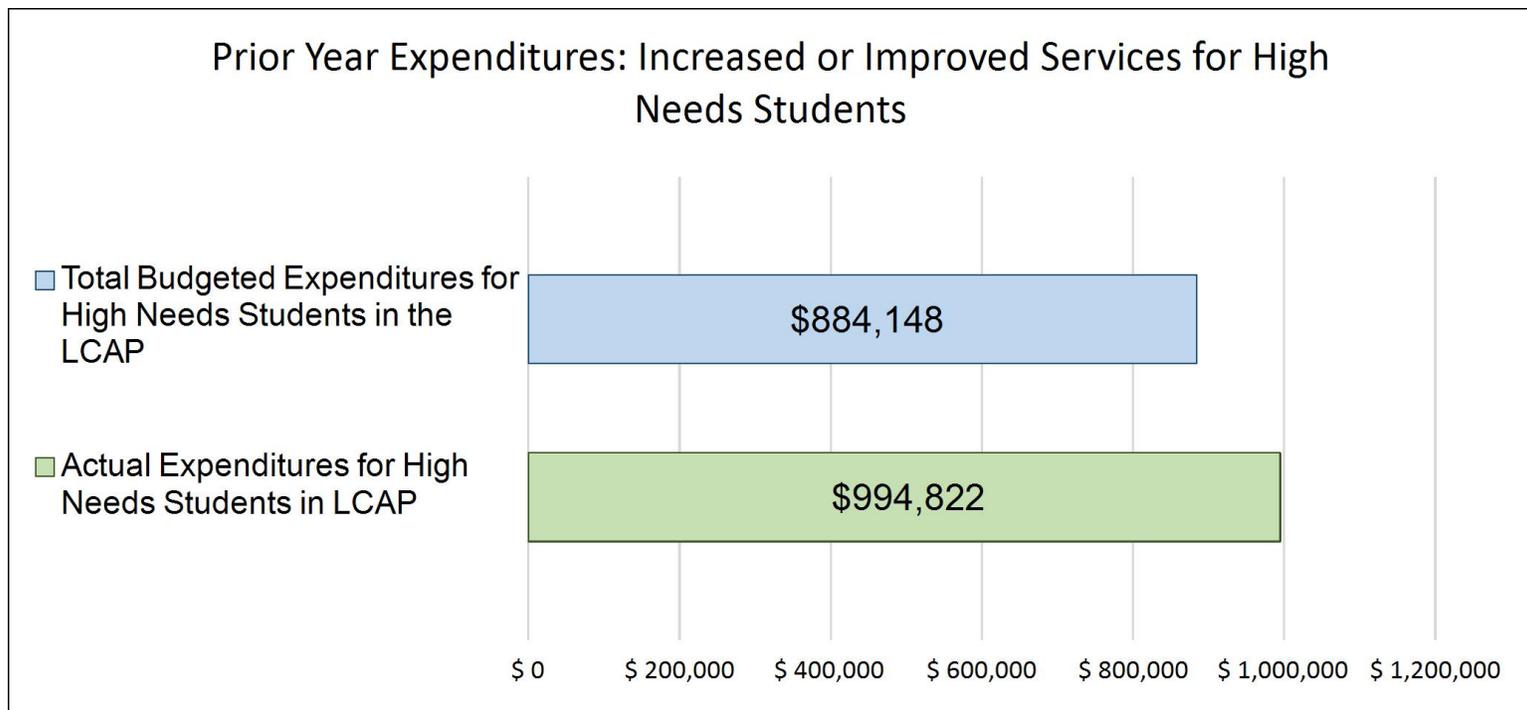
This chart compares what Magnolia Science Academy San Diego budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy San Diego estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Magnolia Science Academy San Diego's LCAP budgeted $$884,147.54 for planned actions to increase or improve services for high needs students. Magnolia Science Academy San Diego actually spent $$994,821.83 for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy San Diego	Gokhan Serce Regional Director and Principal	gserce@magnoliapublicschools.org 619-644-1300

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Stakeholder collaboration has been a priority for Magnolia Science Academy San Diego in developing the schoolwide action plan/LCAP and Educator Effectiveness Block Grant, and Expanded Learning Opportunities Program. To engage all stakeholders in reviewing the student data and the development of the schoolwide action plan, collaborative meetings have taken place regularly through staff PLCs, coffee with principal meetings, PAC meetings, Town Hall meetings, Parent Task Force meetings, School Site Council meetings.

The feedback that we received is used to develop the expenditure plans. We will have our Educator Effectiveness Block Grant, Expanded Learning Opportunities Program presented during a regular MPS Governing board meeting for public comment as well.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

MSA-San Diego did not receive additional concentration grant add-on funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

MSA- San Diego 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 possible different options which are available for the utilization of the fiscal resources attached to the ESSER III. Amongst these means are the below:
- Weekly All Staff PD meetings
- Weekly Grade Level meetings
- Weekly SPED Department meetings
- Weekly Local Leadership Meetings
- Weekly Admin meetings
- Weekly MTSS SEL Committee meetings
- Weekly MPS Academic Task Force meetings with central office
- Weekly Health and Safety Meetings
- Leadership meetings with home office
- Weekly Meetings with EL, 504, SPED and support staff meetings
- Weekly Office Staff meetings
- Coffee with the Principal meetings
- Monthly Dean of Academics meetings with all MPS deans
- Monthly Dean of Students meetings with all MPS deans
- Monthly Principal meetings with with all MPS principals
- Biweekly Department meetings
- ELAC meetings
- PTF meetings
- SSC meetings
- Title I meetings
- Weekly Saturday School meetings

In addition, MSA-San Diego utilizes the following tools to disseminate information to stakeholders:
- ParentSquare
- School website
- Email
- Phone calls / voice message
- Social media
- Google Classroom
- Infinite Campus
- Google Forms

- Panorama Education - survey
- Home visits

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A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

</div>

We used the feedback from the community engagement and incorporated this feedback into developing strategies for addressing the loss of instructional time and providing additional support to all MSA-San Diego students. Based on the feedback that we have received, we are prioritizing the commitment to in-person learning, small group instruction opportunities, providing strong counseling support, hiring additional staff members, providing intervention and enrichment opportunities, Saturday school, summer school opportunities. These plans incorporate this feedback and continue to provide safe and continuous in-person learning and address the social-emotional, and academic needs of our students.

Most parts of our plan is being executed successfully, but there are two areas that we are facing challenges. The first one is the hardship of finding staff members to provide support during school hours and on Saturday. The second area that we are struggling is the Saturday school attendance. Although we identified around 80 students and invited them to take advantage of the program, less than half of the students took advantage of the Saturday school program. When it comes to SEL /counseling support, after school targeted tutoring, small group support, and additional custodial support to keep to school clean we have been very successful. As a result of this we continue to have over 99% of our students attending school in person.

<div style="background-color: #dce6f1;">

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

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We used the feedback from the community engagement and incorporated this feedback into developing strategies for addressing the loss of instructional time and providing additional support to all MSA-San Diego students. Current feedback and feedback for the development of Educator Effectiveness Block Grant, Expanded Learning Opportunities Program, are aligned, including the commitment to in-person learning, small group instruction opportunities, providing strong counseling support, hiring additional staff members, intervention, enrichment opportunities, Saturday school, and summer school opportunities. These plans incorporate this feedback and continue to provide safe and continuous in-person learning and address the social-emotional, and academic needs of our students.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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 Regional Director and Principal	gserce@magnoliapublicschools.org (619) 644-1300

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 420 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.
- Since we started in person 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 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 2 year Distance learning and in-person learning with limitations in the 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.

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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this 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, 4 SSC meetings, 3 ELAC meetings, at least 50 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 30 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 educational partners.

Parent Advisory Committee (PAC)/Parents:

- Happy with the Uniform expectations.
- Continue to provide a variety of courses in Summer school
- Asked for bi-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
- Bring more outside resources for our site professional development
- Staff shared that there is more need for mental health and SEL Support.

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 input from educational partners.

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, water bottle filling stations and A/C units.

Goals and Actions

Goal

Goal #	Description
1	BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0			2023-24: 0
Percentage of students without access to their own copies of standards-	2020-21: 0%	2021-22: 0%			2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
aligned instructional 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	2021-22: 0			2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 85%	2021-22: (Spring 2021 to Fall 2021) 94%			2023-24: (Spring 2023 to Fall 2023) 85%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 99.3%	2021-22: (As of 5/12/22) 95%			2023-24: 97.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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	$24,250.00	No

Action #	Title	Description	Total Funds	Contributing
		for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: N/A		
1.2	Instructional materials and technology	Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and 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. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and	$330,395.00	No

Action #	Title	Description	Total Funds	Contributing
		other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: Technology: Resource: Title II; Amount: $909		
1.3	Clean and safe facilities that support learning	Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor 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. 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.)	$1,063,284.00	No

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: N/A		
1.4	Healthy and nutritious meals	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. Expenditures associated with this action include the following: student meals, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A	$19,000.00	Yes
1.5	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.	$579,865.00	No

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: N/A		

Goal Analysis [2021-22]
An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 1: Action 1: In addition to the BTSA ,Mentor and EL Authorization plans, this year we offered a discretionary bonus to retain our teachers.

Goal 1: Action 2: There is no substantive difference in planned actions. Only the amount of materials were less due to lower enrollment.

Goal 1: Action 3: Planned: The only difference in the planned actions were the additional PPE /testing and also increase in use of A/C or Heater to increase air circulation regardless of a need of the A/C
which impacted energy cost.

Goal 1: Action 4: Planned: Due to covid-9 we continued to offer bottled/dispensed water.

Goal 1: Action 5: Planned: There is no significant change in the plans.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1: Action 1: Planned: $16,750 Actual: $176,250. In addition to the BTSA and Mentor costs this year we offered a discretionary bonus to retain our teachers. Due to the bonus there is a discrepancy in our projected vs actual amounts for this action.

Goal 1: Action 2: Planned: $348,180.11 Actual: $301,665.38 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: $993,232.10 Actual: $1,034,745.18. The difference is due to the purchase of additional PPE and also increase in energy cost.

Goal 1: Action 4: Planned: $12,000 Actual: $15,000 The difference in the actual vs planned is due to the use of more bottled/dispensed water due to Covid-19.

Goal 1: Action 5: Planned: $257,389.79 Actual: $261,224.60 There is no significant difference in the planned vs actual expenditures for action 5.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 1: Action 1: The increase in inflation and cost of living some of our teachers either moved to other fields or changed to online jobs. To increase retention we offered a bonus and also increased our base salary for next school year.

Goal 1: Action 2: Planned: All steps of action 2 were effective.
Goal 1: Action 3: Planned: All steps of action 3 were effective but due to covid-19 needs cost was more than expected.

Goal 1: Action 4: Planned: All steps of action 4 were effective but due to covid-19 needs cost was more than expected.

Goal 1: Action 5: Planned: All steps of action 5 were effective to meet our goal.

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.

We would like to keep the goals and actions the same for the future year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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	2020-21: 100%	2021-22: (As of 5/13/22) 100%			2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Source: Local 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%	2021-22: (As of 5/13/22) 100%			2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 5/13/22) 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%	2021-22: (As of 5/13/22) 100%			2023-24: 100%
Percentage of students who have	2020-21: (First semester)	2020-21: (Second semester)			2023-24: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	75%	90%			
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 30.0	2021-22: (As of 5/13/22) N/A (MyOn was not used)			2023-24: 60.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: • All Students: 69.31% • English Learners: 40.00% • Socioeconomically Disadvantaged: 54.13% • Students with Disabilities: 28.07% • Two or More Races: 63.79% • African American: 40.00% • Asian: 76.93%	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy			2022-23: • All Students: 71% • English Learners: 46% • Socioeconomically Disadvantaged: 57% • Students with Disabilities: 32% • Two or More Races: 65% • African American: 46% • Asian: 78% • Hispanic: 71%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	- Hispanic: 69.60% - White: 73.17%	assessments. Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: - All Students: 70.05% - English Learners: 16.67% - Students with Disabilities: 36.00% - Hispanic: 57.86% - White: 75.71% IAB ELA Level 3 and 4 Projection (5/13/22): - All Students: 67.25%			- White: 75%
Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: (2019 Dashboard) - All Students: 41.0 points above standard - English Learners: 8.3 points above standard	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of			2022-23: (2023 Dashboard) - All Students: 43.0 points above standard - English Learners: 10.0 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	- Socioeconomically Disadvantaged: 8.6 points above standard - Students with Disabilities: 53.9 points below standard - Two or More Races: 38.1 points above standard - African American: 21.3 points below standard - Asian: 93.2 points above standard - Hispanic: 34.0 points above standard - White: 46.7 points above standard	Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: - All Students: 63.0% - English Learners: 51.9% - Students with Disabilities: 63.8% - Hispanic: 62.7% - White: 63.6%			- Socioeconomically Disadvantaged: 10.0 points above standard - Students with Disabilities: 47.0 points below standard - Two or More Races: 40.0 points above standard - African American: 15.0 points below standard - Asian: 94.0 points above standard - Hispanic: 36.0 points above standard - White: 48.0 points above standard
Percentage of students meeting their growth targets on the Measures of	2020-21: All Students: 47.3%	Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:			2023-24: All Students: 65.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	• English Learners: 38.5% • Socioeconomically Disadvantaged: 47.1% • Students with Disabilities: 31.7% • African American: * • Asian: 55.0% • Hispanic: 50.6% • White: 44.3%	• All Students: 63.0% • English Learners: 51.9% • Students with Disabilities: 63.8% • Hispanic: 62.7% • White: 63.6%			• English Learners: 60.0% • Socioeconomically Disadvantaged: 65.0% • Students with Disabilities: 55.0% • African American: 65.0% • Asian: 65.0% • Hispanic: 65.0% • White: 65.0%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: • All Students: 60.62% • English Learners: 26.67% • Socioeconomically Disadvantaged: 41.29% • Students with Disabilities: 22.81% • Two or More Races: 56.90%	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or			2022-23: • All Students: 62.00% • English Learners: 30.00% • Socioeconomically Disadvantaged: 45.00% • Students with Disabilities: 27.00% • Two or More Races: 59.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• African American: 30.00% • Asian: 84.61% • Hispanic: 54.40% • White: 67.68%	exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: • All Students: 48.47% • English Learners: 10.34% • Students with Disabilities: 16.44% • Hispanic: 33.09% • White: 56.12% IAB Math Level 3 and 4 Projection (5/13/22): • All Students: 68.79%			• African American: 36.0% • Asian: 86.00% • Hispanic: 57.00% • White: 69.00%
Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard	2018-19: (2019 Dashboard) • All Students: 21.8 points above standard	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard			2022-23: (2023 Dashboard) • All Students: 23.0 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Source: CA School Dashboard)	• English Learners: 21.4 points below standard • Socioeconomically Disadvantaged: 18.5 points below standard • Students with Disabilities: 74.7 points below standard • Two or More Races: 16.9 points above standard • African American: 37.8 points below standard • Asian: 65.6 points above standard • Hispanic: 8.7 points above standard • White: 32.0 points above standard	data is not available. We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: • All Students: 64.8% • English Learners: 53.8% • Students with Disabilities: 48.6% • Hispanic: 62.9% • White: 65.9%			• English Learners: 15.0 points below standard • Socioeconomically Disadvantaged: 12.0 points below standard • Students with Disabilities: 66.0 points below standard • Two or More Races: 19.0 points above standard • African American: 30.0 points below standard • Asian: 66.0 points above standard • Hispanic: 10.0 points above standard • White: 33.0 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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: • All Students: 47.0% • English Learners: 48.1% • Socioeconomically Disadvantaged: 41.4% • Students with Disabilities: 42.2% • African American: * • Asian: 37.5% • Hispanic: 46.3% • White: 48.5%	Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: • All Students: 64.8% • English Learners: 53.8% • Students with Disabilities: 48.6% • Hispanic: 62.9% • White: 65.9%			2023-24: • All Students: 65.0% • English Learners: 65.0% • Socioeconomically Disadvantaged: 65.0% • Students with Disabilities: 65.0% • African American: 65.0% • Asian: 65.0% • Hispanic: 65.0% • White: 65.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: (2019 Dashboard) 53.3%	2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. 2022 ELPAC Percentage of Students at Each Performance Level:			2022-23: (2023 Dashboard) 55.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		- Level 4: 29.03% - Level 3: 38.71% - Level 2: 19.35% - Level 1: 12.90%			
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 33.3%	2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4 who are reclassified as RFEP: 26%			2023-24: 30.0%
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: - All Students: 55.74% - Socioeconomically Disadvantaged: 48.48% - Students with Disabilities: 20.00%	CAST assessments were waived during the 2019-20 and 2020-21 school years.			2022-23: - All Students: 57.00% - Socioeconomically Disadvantaged: 50.00% - Students with Disabilities: 22.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Homeless: 55.74% • Hispanic: 51.35% • White: 58.18%				• Homeless: 57.0% • Hispanic: 54.00% • White: 60.0%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad course of study and standards-based curriculum	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: N/A	$1,403,339.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Professional development for high-quality instruction	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees. The following expenditures will be funded by federal Title funds: • Professional development expenses: Resource: Title II; Amount: $10,964	$28,465.00	Yes
2.3	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	$382,342.00	Yes

Action #	Title	Description	Total Funds	Contributing
		CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, instructional aide salaries and benefits, 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, IXL, Quizizz, Membean, Cityspan, Newsela, and myON.) The following expenditures will be funded by federal Title funds: • Teacher and admin stipends for after school and Saturday school: Resource: Title I, Part A; Amount: $32,602 • Educational Software: Resource: Title I, Part A; Amount: $19,364		
2.4	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		Yes

Action #	Title	Description	Total Funds	Contributing
		supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees. The following expenditures will be funded by federal Title funds: N/A		
2.5	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	$1,016,106.00	No

Action #	Title	Description	Total Funds	Contributing
		Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: Instructional Aide Salary and Benefits: Title I ; Amount: $20,219		

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.

Goal 2: Action 1: Planned:$1,207,109.87 Actual: $1,245,468.61. There is no substantive differences in planned action and actual implementation of the action except for the additional use of substitute teachers as a result of absences due to Covid-19.

Goal 2: Action 2: There is no substantive differences in planned action and actual implementation of the action.

Goal 2: Action 3: There is no substantive differences in planned action and actual implementation of the action.

Goal 2: Action 4: The expenses for this action are covered under action 1.

Goal 2: Action 5: There is no substantive differences in planned action and actual implementation of the action

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2: Action 1: Planned:$1,207,109.87 Actual: $1,245,468.61. There is no significant difference in the planned vs actual expenditures for action 1.

Goal 2: Action 2: Planned: $31,000.00 Actual: $28,464.00 There is no significant difference in the planned vs actual expenditures for action 2.

Goal 2: Action 3: Planned: $362,512.95 Actual: $350,240.99. There is no significant difference in the planned vs actual expenditures for action 3.

Goal 2: Action 4: The expenses for this action are covered under action 1.

Goal 2: Action 5: Planned: $783,035.90 Actual: $812,396.99 There is no significant difference in the planned vs actual expenditures for action 5.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 2: Action 1: We were able to provide all the courses we planned to offer.
Goal 2: Action 2: We created a professional development calendar and we were able to follow it with minor changes. The changes were due to Covid restrictions.

Goal 2: Action 3: Data shows that most of our students showed growth regardless of all the covid limitations. We will continue to offer additional support in academics, SEL and mental health areas.

Goal 2: Action 4: 8 of our 31 students are eligible to be reclassified. This data shows that we are on track.

Goal 2: Action 5: This year we added more support for our students with disabilities due to academic data and the behavior data.

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.

We will not have any significant changes to our actions as this year was a transition year. We will analyze and reflect/reshape our goals and actions next year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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%	2021-22: (As of 5/13/22) 23%			2023-24: 20%
Percentage of students in the current graduating class who	2020-21: (As of 4/16/21) 100%	2021-22: (As of 5/13/22) 100%			2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
have taken a 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%	2021-22: (As of 5/13/22) 100%			2023-24: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. Expenditures associated with this action include the following: college/career related materials and activities. The following expenditures will be funded by federal Title funds: N/A		Yes

Action #	Title	Description	Total Funds	Contributing
3.2	STEAM and GATE programs	Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental science program fees. The following expenditures will be funded by federal Title funds: N/A		Yes
3.3	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	$800.00	Yes

Action #	Title	Description	Total Funds	Contributing
		security; digital rights and responsibilities; using social media responsibly and digital etiquette. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: • Digital literacy and citizenship program fees: Resource: Title IV, Part A; Amount: $800		
3.4	Physical education, activity, and fitness	Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds:	$212,553.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Physical activity, fitness, and equipment expenses: Resource: Title IV, Part A; Amount: $700		
3.5	Additional programs and activities that support well-rounded education	In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds:N/A	$327,401.00	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.

Goal 3: Action 1: We were able to host our College and Career week event, University Showcase. We had over 15 guest speakers and 15 colleges presented by students.

Goal 3: Action 2: Due to Covid 19 we made some changes to our STEAM events and EXPOs. We still hosted them but rather than indoor events we offered outdoor experience. We continued to offer Honors math classes and offered after school programs to provide differentiated support for the students.

Goal 3: Action 3: Due to available free resources we didn't need to spend the budgeted amount.

Goal 3: Action 4:There is no significant difference in the planned actions. The only change was the last minute resignation of the PE coach due to personal reasons. We started the year with a long term substitute teacher but eventually hired our 2nd teacher.

Goal 3: Action 5: There is no significant difference in the planned actions. As a result of the additional programs ours students and school received numerous awards and recognitions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3: Action 1: No additional expense needed

Goal 3: Action 2: No additional expense needed

Goal 3: Action 3: Planned: $4,300.00 Actual: $800.00. Due to available free resources we didn't need to spend the budgeted amount.

Goal 3: Action 4: Planned: $175,743.44 Actual: $146,328.01. There is no significant difference in the planned vs actual expenditures for action 4.

Goal 3: Action 5: Planned: $234,697.92 Actual: $276,795.74 There is no significant difference in the planned vs actual expenditures for action 5.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 3: Action 1: We were able to provide a college. Career readiness programs and activities.

Goal 3: Action 2: We were able to offer all of our STEAM programs. Although some of the competitions or meets were cancelled, our students will be able to practice at school. Our SeaPerch, VEX and FLL students were able to participate in regional and state competitions and received multiple recognitions.

Goal 3: Action 3: We continued to provide Digital literacy and citizenship programs as part of our staff PD and also as part of the SEL lessons for our students.

Goal 3: Action 4: We successfully implemented our PE and Wellness programs.

Goal 3: Action 5: Other than the sports league all of our after school sports and academic programs took place in person regularly. The cancellation of the leagues were due to the Covid-19 restrictions.

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.

We will not have any significant changes to our actions as this year was a transition year. We will analyze and reflect/reshape our goals and actions next year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	CONNECTION: All students, families, staff, and other educational partners will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Educational partners 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 educational partners. This sense of connection creates a safe place for all learners and educational partners 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 educational partner 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	2021-22: (As of 5/13/22) 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	2021-22: (As of 5/13/22) 2			2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 28	2021-22: (As of 5/13/22) 17			2023-24: 4
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 19	2021-22: (As of 5/13/22) 12			2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: 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%	2021-22: (As of 5/13/22) 8%			2023-24: 15%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 98.22%	2021-22: (P-2 ADA) 93%			2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 3.4%	2021-22: (As of 5/13/22) X.X%			2023-24: 6.0%
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%	2021-22: (As of 5/13/22) 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%	2021-22: (As of 5/13/22) 3%			2023-24: 1.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 5/13/22) 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%	2021-22: Students: 92.8% Families: 71.1% Staff: 100%			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%	2021-22: Students:66% Families: 96% Staff: 95%			2023-24: Students: 74% Families: 85% Staff: 85%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 85%	2021-22: (Spring 2021 to Fall 2021) 87.46%			2023-24: (Spring 2023 to Fall 2023) 85%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	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		Yes

Action #	Title	Description	Total Funds	Contributing
		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. Expenditures associated with this action include the following: parent meeting expenses. The following expenditures will be funded by federal Title funds: N/A		
4.2	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.	$291,359.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, Dean of Culture salary and benefits, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: • Stipends for home visits: Resource: Title I, Part A; Amount: $6,020		
4.3	MTSS - PBIS and SEL support	Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear,	$37,961.00	Yes

2022-23 Local Control Accountability Plan for Magnolia Science Academy San Diego

Action #	Title	Description	Total Funds	Contributing
		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. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: • Educational Software for MTSS : Resource: Title IV, Part A; Amount: $5,000 • Instructional Supplies: Resource: Title I; Amount: $1,985		
4.4	Annual educational partner 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 educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline,	$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners 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. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: N/A		
4.5	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 educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal Title funds: N/A	$20,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 4: Action 1: No significant changes other than hosting some of the meetings virtually. We were able to host all of our planned input meetings.

Goal 4: Action 2: Due to a successful summer school and also due to limited staff interest we didn't host a summer bridge program.

Goal 4: Action 3: We are on track with this action. We planned on hiring a part time office clerk but we were not successful.

Goal 4: Action 4: No changes to the planned action. We successfully administer all of the stakeholder surveys.

Goal 4: Action 5: We were able to meet our out reach and partnership goals.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4: Action 1: No additional expense needed

Goal 4: Action 2: Planned: $288,273.35Actual: $272,093.91 Although we are on tack with this action, due to not having a summer bridge program, in addition to the summer school, and also due to the low number of in person home visits we have a difference in actual vs budgeted amount.

Goal 4: Action 3: Planned: $44,508.20 Actual: $28,228.88. We are on track with this action. We planned on hiring a part time office clerk but we were not successful.

Goal 4: Action 4: Planned: $2,000.00 Actual: $2,000.00. There is no difference in the planned vs actual expenditures for action 4.

Goal 4: Action 5: Planned: $20,000.00Actual: $20,000.00 There is no difference in the planned vs actual expenditures for action 5.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 4: Action 1: We were able to host all of our planned input meetings and were able to effectively collect feedback.

Goal 4: Action 2: Since the summer school served as a bridge program, we didn't host a summer bridge program.

Goal 4: Action 3: Not being able to hire a part time office clerk impacted our performance but we were able to have other team members support the front office staff to meet our needs. With the help of the school [psychologist and the part time counselor we were able to provide SEL and mental health support.

Goal 4: Action 4: We successfully administer all of the stakeholder surveys.

Goal 4: Action 5: We were able to meet our out reach and partnership goals.

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.

We will not have any significant changes to our actions as this year was a transition year. We will analyze and reflect/reshape our goals and actions next year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$314,177	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.03%	0.00%	$0.00	8.03%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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, some 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, and some 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, 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

Around one third of Charter School's student population consists of English Learners (EL), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities. 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. Our students have a 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, Amazon Engineering, 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 slow-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

2022-23 Local Control Accountability Plan for Magnolia Science Academy San Diego

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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

MSA-San Diego will not receive additional concentration grant add-on funding due to the fact that the UPP percentage is less than 55%.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,976,196.00	$1,325,287.00	$30,000.00	$407,637.00	$5,739,120.00	$3,356,602.00	$2,382,518.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Teacher assignments and credentials	All	$24,250.00				$24,250.00
1	1.2	Instructional materials and technology	All	$309,486.00	$15,000.00		$5,909.00	$330,395.00
1	1.3	Clean and safe facilities that support learning	All	$983,961.00			$79,323.00	$1,063,284.00
1	1.4	Healthy and nutritious meals	Low Income	$19,000.00				$19,000.00
1	1.5	Well-orchestrated Home Office support services	All	$543,625.00	$17,678.00		$18,562.00	$579,865.00
2	2.1	Broad course of study and standards-based curriculum	All	$1,167,578.00	$235,761.00			$1,403,339.00
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	$13,501.00	$4,000.00		$10,964.00	$28,465.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	$127,660.00	$52,127.00		$202,555.00	$382,342.00
2	2.4	Designated and integrated ELD programs	English Learners					
2	2.5	Support for students with disabilities	Students with Disabilities	$89,653.00	$859,634.00		$66,819.00	$1,016,106.00
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income					
3	3.2	STEAM and GATE programs	English Learners Foster Youth					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income				$800.00	$800.00
3	3.4	Physical education, activity, and fitness	Low Income	$202,853.00			$9,700.00	$212,553.00
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	$156,314.00	$141,087.00	$30,000.00		$327,401.00
4	4.1	Seeking family input for decision making	English Learners Foster Youth Low Income					
4	4.2	Building partnerships with families for student outcomes	English Learners Foster Youth Low Income	$285,339.00			$6,020.00	$291,359.00
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	$30,976.00			$6,985.00	$37,961.00
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	$2,000.00				$2,000.00
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	$20,000.00				$20,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$3,912,547	$314,177	8.03%	0.00%	8.03%	$857,643.00	0.00%	21.92 %	**Total:**	$857,643.00
								LEA-wide Total:	$857,643.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	$19,000.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,501.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$127,660.00	
2	2.4	Designated and integrated ELD programs	Yes	LEA-wide	English Learners	All Schools		
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.2	STEAM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	$202,853.00	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$156,314.00	
4	4.1	Seeking family input for decision making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.2	Building partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$285,339.00	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,976.00	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,780,733.63	$4,971,702.29

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher assignments and credentials	No	$16,750.00	$176,250.00
1	1.2	Instructional materials and technology	No	$348,180.11	$301,665.38
1	1.3	Clean and safe facilities that support learning	No	$993,232.10	$1,034,745.18
1	1.4	Healthy and nutritious meals	Yes	$12,000.00	$15,000.00
1	1.5	Well-orchestrated Home Office support services	No	$257,389.79	$261,224.60
2	2.1	Broad course of study and standards-based curriculum	No	$1,207,109.87	$1,245,468.61
2	2.2	Professional development for high-quality instruction	Yes	$31,000.00	$28,464.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	$362,512.95	$350,240.99
2	2.4	Designated and integrated ELD programs	Yes		
2	2.5	Support for students with disabilities	No	$783,035.90	$812,396.99

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	College/Career readiness programs and activities	Yes		
3	3.2	STEAM and GATE programs	Yes		
3	3.3	Digital literacy and citizenship programs	Yes	$4,300.00	$800.00
3	3.4	Physical education, activity, and fitness	Yes	$175,743.44	$146,328.01
3	3.5	Additional programs and activities that support well-rounded education	Yes	$234,697.92	$276,795.74
4	4.1	Seeking family input for decision making	Yes		
4	4.2	Building partnerships with families for student outcomes	Yes	$288,273.35	$272,093.91
4	4.3	MTSS - PBIS and SEL support	Yes	$44,508.20	$28,228.88
4	4.4	Annual stakeholder surveys	Yes	$2,000.00	$2,000.00
4	4.5	Community outreach and partnerships	Yes	$20,000.00	$20,000.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$258,607.00	$884,147.54	$994,821.83	($110,674.29)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	$12,000.00	$10,000		
2	2.2	Professional development for high-quality instruction	Yes	$21,422.00	$28,464.00		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	$252,738.83	$344,240.99		
2	2.4	Designated and integrated ELD programs	Yes				
3	3.1	College/Career readiness programs and activities	Yes				
3	3.2	STEAM and GATE programs	Yes				
3	3.3	Digital literacy and citizenship programs	Yes	$3,500.00	$800.00		
3	3.4	Physical education, activity, and fitness	Yes	$175,043.44	$146,328.01		
3	3.5	Additional programs and activities that support well-rounded education	Yes	$111,691.92	$275,795.74		
4	4.1	Seeking family input for decision making	Yes				
4	4.2	Building partnerships with families for student outcomes	Yes	$271,273.35	$143,464.21		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	MTSS - PBIS and SEL support	Yes	$14,478.00	$23,728.88		
4	4.4	Annual stakeholder surveys	Yes	$2,000.00	$2,000.00		
4	4.5	Community outreach and partnerships	Yes	$20,000.00	$20,000.00		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$3,308,687	$258,607.00	0.00%	7.82%	$994,821.83	0.00%	30.07%	$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners 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* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.

- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **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.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

  - This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table
Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

    o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

    o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

    o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

    o This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

    o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

    o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

    o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

    o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

    o   This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Coversheet

Approval of the 2022-23 Adopted Budgets for all MPS Sites & Home Office Management Fee Policy

Section: V. Action Items
Item: C. Approval of the 2022-23 Adopted Budgets for all MPS Sites & Home Office Management Fee Policy
Purpose: Vote
Submitted by:
Related Material:
Updated 2022-23 Adopted Budget & Home Office Management Fee Policy.pdf

Board Agenda Item #	V C: Action Item
Date:	June 23, 2022
To:	Magnolia Public Schools - Board of Directors
From:	MPS Finance Committee
Staff Lead:	Steve Budhraja Ed.D., Chief Financial Officer
RE:	Approval of the 2022-23 Adopted Budget and Home Office Management Fee Policy

Proposed Board Recommendation

- Approve the 2022-23 Adopted Budget as reviewed and recommended for approval by the MPS Finance Committee.
- Approve the Home Office Management Fee Policy for the 2022-23 fiscal year.

Background

Per Section 42127 of the California Education Code, governing boards of each local education agency (LEA) are required to develop and approve an annual operating budget on or before July 1 of each school year. The Adopted Budget is part of ongoing reports that County superintendents and the State Superintendent of Public Instruction must examine in order to ensure that LEAs are able to meet their financial obligations throughout the fiscal year.

Home Office Management base fees are calculated based on administrative and organization-wide services and support that are utilized by all MPS schools, such as management, human resources, accounting, student and special education services, technology, etc., with additional costs that are specific to a particular MPS school such as rent, debt service, utilities and facilities management.

Implications

All projected operational costs and Home Office Fees have been incorporated into the 2022-23 Adopted Budget.

Exhibits (Attachments):

Magnolia Educational & Research Foundation dba Magnolia Public Schools CMO Fee Policy

2022-23 Adopted Budget by MPS Site and Home Office

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

Magnolia Educational & Research Foundation dba Magnolia Public Schools
CMO Fee Policy

The Board of Directors ("Board") of Magnolia Public Schools ("MPS") adopts the following policy for the MPS charter schools to fairly fund the Home Office for administrative services and support provided to the schools, sometimes referred to as the "CMO fee". The Board authorizes and delegates to the MPS Chief Executive Officer, Executive Team and their designees (collectively, the "Home Office Team") to calculate and collect the CMO fee in accordance with this policy.

Calculation of CMO Fee

By June 30 each year, the Home Office Team will estimate the total costs for the Home Office to provide services and support to MPS schools for the coming fiscal year on an organization-wide basis for purposes of calculating the CMO fee for each school. The Home Office Team will categorize costs into two groups: (1) estimated costs to provide administrative and organization-wide services and support that are utilized by all MPS schools, such as management, human resources, accounting, student and special education services, technology, etc., with an added 10% to account for unanticipated cost increases (the "Home Office Service Costs"); and, (2) costs that are specific to a particular MPS school or site, such as rent, debt service, utilities and facilities management (the "School-Specific Costs"). Generally, the Home Office Services Costs include salaries of administrators and others providing services organization-wide, vendor contracts for such services, and other various costs. These estimates are for budgeting purposes, and may fluctuate during the fiscal year based on the Home Office's actual expenses to provide such services and support.

The Home Office Team will assess each school's CMO Fee as follows:

- Magnolia Science Academy San Diego ("MSA SD") will pay 11% of its general purpose funding to the Home Office as its CMO Fee. The term "general purpose funding" consists of state aid, local property taxes, and other revenues applied towards the school's local control funding formula (LCFF), as defined in Education Code Section 47632(d). It does not include federal funds, other restricted funds, or charitable donations collected by the school.

- After application of the MSA SD CMO Fee, each of the other MPS schools will pay the remaining Home Office Services Costs on a per-capita enrollment basis as its CMO Fee. The following simplified example (figures are for example purposes only) illustrates the calculation:

Total enrollment of all MPS schools:	5,000 students
Enrollment of MSDSD:	400 students
Total Home Office Services Costs:	$500,000
MSASD 11% funding:	$20,000

Each school's CMO Fee shall be its enrollment multiplied by the following:

$$\frac{(\$500,000 - \$20,000)}{4,600}$$

The Home Office Team will track the School-Specific Costs by school, and will collect funds/reimbursement for School-Specific Costs directly from each school based on the actual costs incurred by each school.

Periodic Review and Collection of CMO Fee

The Home Office Team will periodically review CMO fee assessment for each MPS school and any School-Specific Costs for the school. The amount of the Home Office Service Costs may be adjusted to account for the Home Office's actual expenses throughout the year, which may in turn raise or lower each school's CMO fee (except for MSA SD).

2022-23 July Budget
Executive Summary

Assumptions

This 2022/23 Adopted Budget is based on the latest available information release in the Governor's May Revise. While the State Budget will not be finalized until July, this budget is based on best known information in accordance with standard projections and assumptions that are know at this time.

The Adopted Budget continues to include funds from one-time sources including ELOG, CARES Act Funds, and Learning Loss Mitigation Funds etc.

Summary

- Average Daily Attendance is projected at 3651.84, which is 111.89 ADA higher than 21-22 projections.
- Revenues of $77,391,024, are up 10.05 million from 21-22
- Expenditures of $73,707,522, are up $9.46 million from 21-22
- MPS is projecting a net operating surplus of $3.68 million, which is up $581k from 21-22

MPS' overall cash position remains solid with a projected cash balance of $29.8 million as of June 30, 2023.

2022-23 July Budget	2021-22		2022-23		
CONSOLIDATED	**Actual YTD**	**2021-22 Estimated Actuals**	**Proposed 2022-23 July Budget**	**Variance From Prior Year**	**Variance as %**
SUMMARY					
Revenue					
LCFF Entitlement	34,920,373	41,973,255.00	47,680,951	5,707,696	14%
Federal Revenue	5,220,107	9,535,054	5,693,943	(3,841,112)	-40%
Other State Revenues	7,932,652	9,132,498	17,145,001	8,012,503	88%
Other Local Revenues	4,359,921	6,702,812	6,871,129	168,317	3%
Total Revenue	**52,433,053**	**67,343,619**	**77,391,024**	**10,047,405**	**15%**
Expenditures					
Certificated Salaries	16,833,654	21,816,229	23,703,215	1,886,987	9%
Classified Salaries	7,281,812	9,077,756	11,019,755	1,942,000	21%
Benefits	8,489,146	9,424,530	11,938,908	2,514,377	27%
Books and Supplies	2,068,335	2,515,965	2,798,740	282,776	11%
Services and Operating Exp.	16,465,720	19,283,551	21,759,720	2,476,169	13%
Depreciation & Cap Outlay	1,265,458	1,547,466	1,930,666	383,200	25%
Other Outflows	540,200	576,517	556,517	(20,000)	-3%
Total Expenditures	**52,944,325**	**64,242,014**	**73,707,522**	**9,465,508**	**15%**
Net Revenues	**(511,272)**	**3,101,605**	**3,683,502**	**581,897**	
Fund Balance					
			-		
Beginning Balance (Audited)		41,845,702	44,947,307		
Net Revenues		3,101,605	3,683,502		
Ending Fund Balance		**44,947,307**	**48,630,809**		
Components of Fund Bal.					
Available For Econ. Uncert.			33,063,853	49.8% of Expenditures	
Restricted Balances (Est.)			7,880,454	2.3% of Expenditures	
Net Fixed Assets			7,866,500	13.8% of Expenditures	
Ending Fund Balance			**48,810,808**	**66.0% of Expenditures**	

REVENUE DETAIL

		Actual YTD	2021-22 Estimated Actuals	Proposed 2022-23 July Budget	Variance From Prior Year	Variance as %
LCFF Entitlement						
8011	State Aid	20,293,940	24,218,927	29,303,591	4,538,363	18%
8012	EPA Entitlement	4,811,319	6,999,685	6,787,518	800,537	13%
8019	Prior Year Adjustments	28,688	-	-	-	0%
8096	InLieuPropTaxes	9,786,426	10,754,643	11,589,842	221,255	2%
	SUBTOTAL - LCFF Entitlement	**34,920,373**	**41,973,255**	**47,680,951**	**5,560,155**	**13%**
Federal Revenue						
8181	SpEd - Revenue	204,764	541,764	504,090	(53,765)	-10%
8220	SchLunchFederal	-	-	-	-	0%
8290	All Other Federal Revenue	5,076,122	8,993,290	5,189,853	(1,803,022)	-26%
8295	Prior Year Adjustments (Fed Rev)	(60,779)	-	-	-	0%
	SUBTOTAL - Federal Revenue	**5,220,107**	**9,535,054**	**5,693,943**	**(1,856,786)**	**-25%**
Other State Revenue						
8311	SpEd Revenue	2257695.61	2,576,210	2,874,712	494,851	21%
8520	SchoolNutrState	896	-	-	-	0%
8550	MandCstReimburs	97,116	92,504	107,054	9,958	10%
8560	StateLotteryRev	528,237	784,839	832,620	66,374	9%
8590	AllOthStateRev	5,032,492	5,678,945	13,330,615	11,065,471	489%
8595	Prior Year Adjustments (Other State Rev)	16,215	-	-	-	0%
	SUBTOTAL - Other State Revenue	**7,932,652**	**9,132,498**	**17,145,001**	**11,636,654**	**211%**
Local Revenue						
8600	Other Local Rev	2,148	888,335	216,904	214,676	9635%
8634	StudentLunchFee	1,749	2,000	2,000	(241)	-11%
8650	Leases &Rentals	-	-	-	-	0%
8660	Interest	29,097	3,500	18,500	7,872	74%
8698	OthRev-Suspense	94096.56	-	-	-	0%
8701	CMO Fee - MSA-1	792,061	1,056,082	1,129,482	269,107	31%
8702	CMO Fee - MSA-2	704,055	938,739	1,003,984	209,126	26%
8703	CMO Fee - MSA-3	572,044	762,726	721,614	(138,912)	-16%
8704	CMO Fee - MSA-4	28,236	37,648	43,924	6,277	17%
8705	CMO Fee - MSA-5	325,781	434,375	188,247	(287,048)	-60%
8706	CMO Fee - MSA-6	28,236	37,648	43,924	6,276	17%
8707	CMO Fee - MSA-7	264,020	352,027	627,490	197,227	46%

8708	CMO Fee - MSA-8	572,044	762,726	721,614	(138,911)	-16%
8709	CMO Fee - MSA-SA	583,482	777,976	1,003,984	143,458	17%
8712	CMO Fee - MSA-SD	134,468	179,290	464,940	291,140	168%
8690	Prior Year Adj (Local1)		-	-	-	0%
8695	Prior Year Adj (Local2)		-	-	(25,000)	-100%
8699	Other Revenue		309,150	466,079	445,105	2122%
8999	Misc Revenue (Suspense)	72,136	2,000	2,000	2,000	0%
	SUBTOTAL - Local Revenue	**4,203,655**	**6,544,222**	**6,654,686**	**1,202,152**	**22%**
Fundraising & Grants						
8802	Donations - Private	35,450	11,750	64,428	55,223	600%
8803	Fundraising	120,816	146,840	152,015	(117,718)	-44%
	SUBTOTAL - Fundraising & Grants	**156,266**	**158,590**	**216,443**	**(62,495)**	**-22%**
TOTAL REVENUE		**52,433,053**	**67,343,618**	**77,391,024**	**16,479,680**	**27%**
EXPENSES						
Certificated Salaries						
1100	TeacherSalaries	12,869,371	15,282,186	17,828,825	2,470,784	16%
1200	Cert Aid	781,269	1,168,574	1,614,186	1,614,186	0%
1300	Cert Adminis	3,183,014	3,807,468	4,260,204	(153,529)	-3%
1900	Cert Adminis		1,558,000			
	SUBTOTAL - Certificated Salaries	**16,833,654**	**21,816,229**	**23,703,215**	**3,931,441**	**20%**
Classified Salaries						
2100	Instructional Aides	1,444,847	1,950,663	2,322,266	380,800	20%
2200	Classified Support	1,552,722	1,787,197	2,394,282	1,108,062	86%
2300	Classified Admin	11,209	-	-	-	0%
2400	Clerical & Tech	4,230,396	5,209,395	6,303,207	3,526,237	127%
2900	OtherClassStaff	42,639	130,500	-	(574,868)	-100%
	SUBTOTAL - Classified Salaries	**7,281,812**	**9,077,756**	**11,019,755**	**4,440,231**	**67%**
Employee Benefits						
3101	STRS-Certified	2,657,984	2,573,506	3,609,419	563,027	18%
3102	STRS-Classified	295,769	1,037,530	1,078,138	806,865	297%
3201	PERS-Cert	104,513	686,152	1,177,208	1,168,347	13185%
3202	PERS-Classified	885,469	222,171	351,634	(616,130)	-64%
3301	OASDI/Med-Cert	273,699	455,462	717,445	284,637	66%
3302	OASDI/Med-Class	452,988	265,084	214,302	(174,015)	-45%

3401	HlthWelfareCert	3,317,575	2,490,811	3,297,300	535,632	19%
3402	HlthWelfareCert	3,786	1,202,132	984,908	124,287	14%
3501	UI-Certificated	89,551	36,410	47,075	19,049	68%
3502	UI-Classified	8,854	14,203	14,061	3,932	39%
3601	WorkersCmp-Cert	334,313	260,213	283,508	(60,721)	-18%
3602	WorkersCmp-Class		107,979	84,684	84,684	0%
3701	Other Retirement-Cert			-	(112,651)	-100%
3901	OthBenes-Cert	915	50	61,004	60,979	243915%
3902	OthBenes-Class	63,730	72,828	18,222	18,187	51963%
	SUBTOTAL - Employee Benefits	**8,489,146**	**9,424,530**	**11,938,908**	**2,706,109**	**29%**
Books & Supplies						
4100	Text&CoreCurric	258,758	355,698	359,598	133,738	59%
4200	BooksOthRefMats	1,649	14,000	12,000	(13)	0%
4300	Materials and Supplies	650	-	182,265	170,012	1388%
4310	Ins Mats & Sups	108,088	157,262	175,751	(41,395)	-19%
4315	OthrSupplies	16,678	30,500	38,000	15,454	69%
4320	Office Supplies	125,603	146,700	173,200	59,385	52%
4325	ProfDevMat&Sups	46,161	-	-	(900)	-100%
4326	Arts&MusicSupps		63,300	36,800	18,150	97%
4335	PE Supplies	57,933	71,500	54,250	48,250	804%
4340	Educat Software	540,208	517,548	511,186	(109,805)	-18%
4345	NonInstStdntSup	325,239	292,646	285,896	(508,141)	-64%
4346	TeacherSupplies	13,511	30,500	30,500	23,000	307%
4350	Cust. Supplies	80,690	118,000	118,000	-	0%
4351	Yearbook	3,992	1,000	3,000	1,744	139%
4390	Uniforms	89,955	101,742	131,976	128,976	4299%
4400	NonCapEquip-Gen	33,153	116,891	300,891	213,845	246%
4410	ClssrmFrnEqp<5k	1,972	8,000	8,000	(2,500)	-24%
4430	OffceFurnEqp<5k	8,035	17,500	21,500	(27,500)	-56%
4440	Computers <$5k	(4,617)	49,000	51,000	(221,106)	-81%
4460	Cap Facility Proj		10,000	10,000		
4461	Fixed Asset Susp (Imp)	59,700	-	-	-	0%
4464	Equipment (Pre-Cap)	15,011	187,985	78,985	(1,373,943)	-95%
4480	Fixed Asset Susp	2604.61	-	-		
4710	Food	34548.72	141,000	111,000	(8,500)	-7%
4720	Food:Other Food	80695.41	83,250	103,000	45,287	78%
4990	Prior Year Adj (Mat'ls)		-	-	(3,000)	-100%
4999	Misc Expenditure (Suspense)	168118.52	1,943	1,943	1,943	0%
	SUBTOTAL - Books and Supplies	**2,068,335**	**2,515,965**	**2,798,740**	**(1,437,020)**	**-34%**

Services & Other Operating Expenses

5100	CMO Fees	-	-	-	(2,408)	240798%
5101	CMO Fees	4,004,427	5,339,237	5,949,201	563,442	10%
5200	Training	2,027	2,000	2,000		
5205	Conference Fees	1,315	38,750	36,000	14,968	71%
5210	MilesParkTolls	6,524	31,000	35,500	(15,824)	-31%
5215	TravConferences	2,566	-	5,000	5,000	0%
5220	TraLodging	9,550	19,500	23,000	4,000	21%
5300	DuesMemberships	151,412	158,750	117,500	(2,421)	-2%
5450	Other Insurance	575,394	627,626	642,621	210,890	49%
5500	OpsHousekeeping	568,516	655,790	543,700	349,375	180%
5510	Gas & Electric	221,426	265,500	252,500	(5,500)	-2%
5610	Rent & Leases	3,777,053	4,232,961	3,922,107	81,602	2%
5620	EquipmentLeases	192,242	234,400	220,400	28,750	15%
5630	Reps&MaintBldng	263,887	253,000	671,733	548,419	445%
5800	ProfessServices	2,127,149	2,110,279	2,399,930	893,250	59%
5810	Legal	171,997	297,000	275,000	28,411	12%
5813	SchPrgAftSchool	160,728	440,967	438,304	3,478	1%
5814	SchPrgAcadComps	12,462	22,000	22,000	(27,967)	-56%
5819	SchlProgs-Other	435,654	358,110	826,406	712,425	625%
5820	Audit & CPA	112,686	98,600	102,000	(56,744)	-36%
5825	DMSBusinessSvcs	-	-	530,000	(14,200)	-3%
5835	Field Trips	168,125	185,000	213,500	89,973	73%
5836	FieldTrip Trans	92,550	90,000	319,000	319,000	0%
5840	MarkngStdtRecrt	123,423	178,000	316,000	236,172	296%
5850	Oversight Fees	110,449	404,450	476,810	75,136	19%
5857	Payroll Fees	193,480	198,000	198,000	150	0%
5860	Service Fees	21,176	46,500	46,500	12,600	37%
5861	Prior Year Services	-	-	-	-	0%
5863	Prof Developmnt	146,030	143,700	172,809	(34,697)	-17%
5864	Prof Dev-Other	146,370	215,945	268,927	25,700	11%
5865	Professional Development LLM	-	-	-	(9,500)	-100%
5869	SpEd Ctrct Inst	790,671	709,030	1,246,156	533,379	75%
5870	Livescan	4,921	5,600	5,600	-	0%
5872	SPED Fees (incl Encroachment)	157,082	120,450	150,439	72,555	93%
5875	Staff Recruiting	8,033	4,500	4,500	500	13%
5884	Substitutes	951,890	1,030,000	585,000	208,468	55%
5890	OthSvcsNon-Inst	2,820	500	500	(15,000)	-97%
5900	Communications	1,772	24,250	21,250	(25,981)	-55%

5910	Communications 2	-	-	-	(23,775)	-100%
5920	TelecomInternet	405,675	431,000	406,000	154,553	61%
5930	PostageDelivery	40,871	52,000	60,000	7,500	14%
5940	Technology	227,883	259,155	253,827	(110,698)	-30%
5990	Prior Year Adj (Services)	75,486	-	-	4,679	-100%
	SUBTOTAL - Services & Other Operating Exp.	**16,465,720**	**19,283,551**	**21,759,720**	**4,839,660**	**29%**
Capital Outlay & Depreciation						
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	0%
6400	EquipFixed	-	-	-	(7,000)	-100%
6900	Depreciation	1,265,458	1,547,466	1,930,666	795,483	70%
	SUBTOTAL - Capital Outlay & Depreciation	**1,265,458**	**1,547,466**	**1,930,666**	**788,483**	**69%**
Other Outflows						
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	0%
7310	Indirect Costs	-	-	-	(8,698)	-100%
7438	InterestExpense	540,200	576,517	556,517	(69,148)	-11%
	SUBTOTAL - Other Outflows	**540,200**	**576,517**	**556,517**	**(77,845)**	**-12%**
TOTAL EXPENSES		**52,944,325**	**64,242,014**	**73,707,522**	**15,191,059**	**26%**

2022-23 Original Budget - By Site

	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF	TOTAL
Enrollment	730	513	413	115	250	120	300	400	520	443		3,804
Attendance	700.80	492.48	396.48	110.40	240.00	115.20	288.00	384.00	499.20	425		3,651.84
Revenue												
LCFF Entitlement	9,738,260	6,619,027	5,278,504	1,669,325	3,370,837	1,463,242	3,704,027	4,811,516	6,799,489	4,226,724	-	47,680,951
Federal Revenue	1,052,896	621,415	519,006	138,060	412,946	156,071	425,155	651,352	1,451,372	265,670	-	5,693,943
Other State Revenues	3,832,105	1,987,158	1,631,782	575,743	1,312,397	453,219	1,543,780	1,341,964	2,399,124	1,383,739	-	17,145,001
Other Local Revenues	207,718	42,117	26,069	95,744	29,714	100,901	244,172	312,976	64,174	55,001	6,376,532	6,871,129
Total Revenue	**14,830,979**	**9,269,717**	**7,455,362**	**2,478,872**	**5,125,894**	**2,173,434**	**5,917,133**	**7,117,808**	**10,714,159**	**5,931,134**	**6,376,532**	**77,391,024**
Expenses												
Certificated Salaries	4,659,314	2,880,914	2,734,440.00	1,051,012.00	1,636,038	728,334	1,573,552	2,612,978	3,721,580	2,105,054	-	23,703,215
Classified Salaries	1,346,242	997,534	892,755.06	266,998.88	532,083	310,473	694,920	836,968	975,998	388,157	3,777,627	11,019,755
Benefits	2,008,728	1,297,825	1,317,979.02	470,901.13	776,874	355,258	759,394	1,203,208	1,621,252	863,392	1,264,095	11,938,908
Books and Supplies	604,147	466,158	266,599.07	76,061.00	183,664	94,800	168,740	395,245	318,285	158,091	66,950	2,798,740
Services and Operations	4,744,575	2,577,551	2,074,154.50	515,739.05	1,036,437	559,297	2,394,869	1,866,584	2,576,875	2,146,637	1,267,001	21,759,720
Depreciation / Cap Outlay	518,081	121,166	66,858.47	31,023.26	56,886	34,126	75,824	142,101	808,951	74,790	859	1,930,666
Other Outflows	15,000	-	-	-	-	-	-	-	538,517	3,000	-	556,517
Total Expenses	**13,896,087**	**8,341,147**	**7,352,786**	**2,411,735**	**4,221,983**	**2,082,288**	**5,667,300**	**7,057,085**	**10,561,459**	**5,739,120**	**6,376,532**	**73,707,522**
Net Revenue	**934,892**	**928,569**	**102,576**	**67,136**	**903,912**	**91,146**	**249,834**	**60,723**	**152,700**	**192,014**	**0**	**3,683,502**
Fund Balance												
Beginning Balance	9,417,557	3,811,234	2,421,247	1,268,735	3,593,737	2,490,028	2,667,932	6,394,130	9,138,508	1,232,645	2,511,545	44,947,307
Net Revenue	934,892	928,569	102,576	67,136	903,912	91,146	249,834	60,723	152,700	192,014	0	3,683,502
Projected Ending Balance	**10,352,450**	**4,739,804**	**2,523,823**	**1,335,871**	**4,497,649**	**2,581,174**	**2,917,766**	**6,454,853**	**9,291,209**	**1,424,659**	**2,511,545**	**48,630,809**
Ending Bal. as % of Exp.:	74.5%	56.8%	34.3%	55.4%	106.5%	124.0%	51.5%	91.5%	88.0%	24.8%	39.4%	66.0%

2022-23 July Budget	2021-22		2022-23		
MSA-1	**Actual YTD**	**2021-22 Estimated Actuals**	**Proposed 2022-23 July Budget**	**Variance From Prior Year**	**Variance as %**
SUMMARY					
Revenue					
LCFF Entitlement	7,178,236.81	8,920,994.00	9,738,260	817,266	9%
Federal Revenue	696,672	1,016,839	1,052,896	36,057	4%
Other State Revenues	1,693,996	2,315,762	3,832,105	1,516,343	65%
Other Local Revenues	44,523	302,859	207,718	(71,434)	-26%
Total Revenue	**9,613,427**	**12,556,454**	**14,830,979**	**2,298,231**	**18%**
Expenditures					
Certificated Salaries	2,932,247	3,942,547	4,659,314	1,016,766	28%
Classified Salaries	814,271	932,295	1,346,242	413,947	44%
Benefits	1,217,315	1,330,719	2,008,728	678,009	51%
Books and Supplies	474,048	498,062	604,147	106,085	21%
Services and Operating Exp.	3,594,747	4,230,960	4,744,575	513,615	12%
Depreciation & Cap Outlay	181,370	191,381	518,081	326,700	171%
Other Outflows	14,473	15,000	15,000	-	0%
Total Expenditures	**9,228,470**	**11,140,965**	**13,896,087**	**3,055,122**	**28%**
Net Revenues	**384,957**	**1,415,489**	**934,892**	**(756,891)**	
Fund Balance					
			-		
Beginning Balance (Audited)		8,002,068	9,417,557		
Net Revenues		1,415,489	934,892		
Ending Fund Balance		**9,417,557**	**10,352,450**		
Components of Fund Bal.					
Available For Econ. Uncert.			5,416,662	38.9% of Expenditures	
Restricted Balances (Est.)			4,845,989	34.8% of Expenditures	
Net Fixed Assets			89,799	6% of Expenditures	
Ending Fund Balance			**10,352,450**	**76.5% of Expenditures**	

REVENUE DETAIL

		Actual YTD	2021-22 Estimated Actuals	Proposed 2022-23 July Budget	Variance From Prior Year	Variance as %
LCFF Entitlement						
8011	State Aid	3,879,466	4,844,996	5,727,399	882,403	18%
8012	EPA Entitlement	1,347,750	1,977,971	1,823,016	(154,955)	-8%
8019	Prior Year Adjustments	(144)	-	-	-	0%
8096	InLieuPropTaxes	1,951,165	2,098,027	2,187,845	89,818	4%
	SUBTOTAL - LCFF Entitlement	**7,178,237**	**8,920,994**	**9,738,260**	**817,266**	**9%**
Federal Revenue						
8181	SpEd - Revenue	-	81,995	84,972	2,977	4%
8220	SchLunchFederal	-	-	-	-	0%
8290	All Other Federal Revenue	707,451	934,844	967,924	33,080	4%
8295	Prior Year Adjustments (Fed Rev)	(10,779)	-	-	-	0%
	SUBTOTAL - Federal Revenue	**696,672**	**1,016,839**	**1,052,896**	**36,057**	**4%**
Other State Revenue						
8311	SpEd Revenue	425,399	471,545	557,416	85,871	18%
8520	SchoolNutrState	896	-	-	-	0%
8550	MandCstReimburs	21,000	22,350	25,018	2,668	12%
8560	StateLotteryRev	94,471	154,185	159,782	5,598	4%
8590	AllOthStateRev	1,141,044	1,667,684	3,089,889	1,422,205	85%
8595	Prior Year Adjustments (Other State Rev)	11,186	-	-	-	0%
	SUBTOTAL - Other State Revenue	**1,693,996**	**2,315,762**	**3,832,105**	**1,516,343**	**65%**
Local Revenue						
8600	Other Local Rev	-	279,153	191,896	(87,257)	-31%
8634	StudentLunchFee	-	-	-	-	0%
8650	Leases &Rentals	-	-	-	-	0%
8660	Interest	1,651	-	-	-	0%
8698	OthRev-Suspense	-	-	-	-	0%
8701	CMO Fee - MSA-1	-	-	-	-	0%
8702	CMO Fee - MSA-2	-	-	-	-	0%
8703	CMO Fee - MSA-3	-	-	-	-	0%
8704	CMO Fee - MSA-4	-	-	-	-	0%
8705	CMO Fee - MSA-5	-	-	-	-	0%
8706	CMO Fee - MSA-6	-	-	-	-	0%

8707	CMO Fee - MSA-7	-	-	-	-	0%
8708	CMO Fee - MSA-8	-	-	-	-	0%
8709	CMO Fee - MSA-SA	-	-	-	-	0%
8712	CMO Fee - MSA-SD	-	-	-	-	0%
8690	Prior Year Adj (Local1)	-	-	-	-	0%
8695	Prior Year Adj (Local2)	-	-	-	-	0%
8699	Other Revenue	6,990	-	-	-	0%
8999	Misc Revenue (Suspense)	22,825	-	-	-	0%
	SUBTOTAL - Local Revenue	**31,466**	**279,153**	**191,896**	**(87,257)**	**-31%**
Fundraising & Grants						
8802	Donations - Private	-	-	7,116	7,116	0%
8803	Fundraising	13,057	23,706	8,706	(15,000)	-63%
	SUBTOTAL - Fundraising & Grants	**13,057**	**23,706**	**15,822**	**(7,884)**	**-33%**
TOTAL REVENUE		**9,613,427**	**12,556,454**	**14,830,979**	**2,274,525**	**18%**
EXPENSES						
Certificated Salaries						
1100	TeacherSalaries	2,295,357	2,852,187	3,725,706	873,519	31%
1200	Cert Aid	69,624	163,177	167,728	4,551	3%
1300	Cert Adminis	567,266	627,184	765,880	138,696	22%
1900	Other Admin		300,000			
	SUBTOTAL - Certificated Salaries	**2,932,247**	**3,942,547**	**4,659,314**	**1,016,766**	**28%**
Classified Salaries						
2100	Instructional Aides	221,117	295,991	474,426	178,435	60%
2200	Classified Support	322,865	367,937	479,247	111,310	30%
2300	Classified Admin	-	-	-	-	0%
2400	Clerical & Tech	264,141	268,366	392,568	124,202	46%
2990	OtherClassStaff	6,148	-	-	-	0%
	SUBTOTAL - Classified Salaries	**814,271**	**932,295**	**1,346,242**	**413,947**	**44%**
Employee Benefits						
3101	STRS-Certified	463,289	470,527	662,976	192,449	41%
3102	STRS-Classified	12,554	117,632	186,993	69,361	59%
3201	PERS-Cert	11,912	133,138	221,189	88,051	66%
3202	PERS-Classified	160,640	33,284	62,387	29,102	87%
3301	OASDI/Med-Cert	45,507	86,460	118,767	32,307	37%

Code	Description				
3302	OASDI/Med-Class	58,625	21,615	33,498	11,884	55%
3401	HlthWelfareCert	409,230	328,196	516,648	188,452	57%
3402	HlthWelfareCert	-	82,049	145,721	63,672	78%
3501	UI-Certificated	7,602	6,724	8,686	1,962	29%
3502	UI-Classified	778	1,681	2,450	769	46%
3601	WorkersCmp-Cert	45,619	39,531	38,543	(988)	-3%
3602	WorkersCmp-Class	-	9,883	10,871	988	10%
3701	Other Retirement-Cert	-	-	-	-	0%
3901	OthBenes-Cert	540	-	-	-	0%
3990	OthBenes-Class	1,020	-	-	-	0%
	SUBTOTAL - Employee Benefits	**1,217,315**	**1,330,719**	**2,008,728**	**678,009**	**51%**
Books & Supplies						
4100	Text&CoreCurric	29,791	80,000	80,000	-	0%
4200	BooksOthRefMats	656	3,000	1,000	(2,000)	-67%
4300	Materials and Supplies	-	-	20,085	20,085	0%
4310	Ins Mats & Sups	24,976	38,770	58,770	20,000	52%
4315	OthrSupplies	14,915	25,000	25,000	-	0%
4320	Office Supplies	19,866	25,000	25,000	-	0%
4325	ProfDevMat&Sups	-	-	-	-	0%
4326	Arts&MusicSupps	1,982	2,000	2,000	-	0%
4335	PE Supplies	29,591	30,000	30,000	-	0%
4340	Educat Software	82,393	86,255	86,255	-	0%
4345	NonInstStdntSup	48,535	47,146	52,146	5,000	11%
4346	TeacherSupplies	1,782	5,000	5,000	-	0%
4350	Cust. Supplies	21,188	24,000	33,000	9,000	38%
4351	Yearbook	-	-	-	-	0%
4390	Uniforms	17,001	22,000	25,000	3,000	14%
4400	NonCapEquip-Gen	-	9,891	114,891	105,000	1062%
4410	ClssrmFrnEqp<5k	-	-	-	-	0%
4430	OffceFurnEqp<5k	558	-	-	-	0%
4440	Computers <$5k	4,557	10,000	10,000	-	0%
4460	Cap Facility Proj	59,700	10,000	10,000		
4461	Fixed Asset Susp (Imp)	-	-	-	-	0%
4464	Equipment (Pre-Cap)	-	65,000	10,000	(55,000)	-85%
4480	Fixed Asset Susp	-	-	-		
4710	Food	-	5,000	5,000	-	0%
4720	Food:Other Food	11,351	10,000	11,000	1,000	10%
4990	Prior Year Adj (Mat'ls)	-	-	-	-	0%
4999	Misc Expenditure (Suspense)	105,205	-	-	-	0%

SUBTOTAL - Books and Supplies	**474,048**	**498,062**	**604,147**	**106,085**	**21%**
Services & Other Operating Expenses					
5100	CMO Fees	-	-	-	(2,408)	240798%
5101	CMO Fees	792,061	1,056,082	1,129,482	73,400	7%
5200	Training	-	-	-		
5205	Conference Fees	500	5,000	5,000	-	0%
5210	MilesParkTolls	229	3,000	3,000	-	0%
5215	TravConferences	2,566	-	-	-	0%
5220	TraLodging	1,390	-	-	-	0%
5300	DuesMemberships	15,008	35,000	21,000	(14,000)	-40%
5450	Other Insurance	129,603	140,401	140,401	-	0%
5500	OpsHousekeeping	285,312	260,000	221,000	(39,000)	-15%
5510	Gas & Electric	69,871	100,000	65,000	(35,000)	-35%
5610	Rent & Leases	1,217,239	1,287,000	1,325,955	38,955	3%
5620	EquipmentLeases	103,214	104,000	90,000	(14,000)	-13%
5630	Reps&MaintBldng	130,965	100,000	394,733	294,733	295%
5800	ProfessServices	358,860	413,648	510,768	97,120	23%
5810	Legal	12,193	35,000	35,000	-	0%
5813	SchPrgAftSchool	-	136,045	-	(136,045)	-100%
5814	SchPrgAcadComps	4,308	7,500	7,500	-	0%
5819	SchlProgs-Other	60,487	35,000	25,000	(10,000)	-29%
5820	Audit & CPA	7,755	9,000	9,000	-	0%
5825	DMSBusinessSvcs	-	-	-	-	0%
5835	Field Trips	27,133	20,000	20,000	-	0%
5836	FieldTrip Trans	-	-	100,000	100,000	0%
5840	MarkngStdtRecrt	13,528	25,000	75,000	50,000	200%
5850	Oversight Fees	-	85,992	97,383	11,391	13%
5857	Payroll Fees	26,083	30,000	30,000	-	0%
5860	Service Fees	2,441	16,000	16,000	-	0%
5861	Prior Year Services	-	-	-	-	0%
5863	Prof Developmnt	25,192	25,000	43,772	18,772	75%
5864	Prof Dev-Other	20,363	10,000	18,062	8,062	81%
5865	Professional Development LLM	-	-	-	-	0%
5869	SpEd Ctrct Inst	100,245	91,935	193,161	101,226	110%
5870	Livescan	696	500	500	-	0%
5872	SPED Fees (incl Encroachment)	-	-	-	-	0%
5875	Staff Recruiting	-	-	-	-	0%
5884	Substitutes	123,624	120,000	80,000	(40,000)	-33%
5890	OthSvcsNon-Inst	-	-	-	-	0%

5900	Communications	250	5,000	5,000	-	0%
5910	Communications 2	-	-	-	-	0%
5920	TelecomInternet	30,767	50,000	50,000	-	0%
5930	PostageDelivery	6,477	5,000	5,000	-	0%
5940	Technology	26,389	19,858	27,858	8,000	40%
5990	Prior Year Adj (Services)	-	-	-	-	0%
	SUBTOTAL - Services & Other Operating Exp.	**3,594,747**	**4,230,960**	**4,744,575**	**511,207**	**12%**
Capital Outlay & Depreciation						
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	0%
6400	EquipFixed	-	-	-	-	0%
6900	Depreciation	181,370	191,381	518,081	326,700	171%
	SUBTOTAL - Capital Outlay & Depreciation	**181,370**	**191,381**	**518,081**	**326,700**	**171%**
Other Outflows						
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	0%
7310	Indirect Costs	-	-	-	-	0%
7438	InterestExpense	14,473	15,000	15,000	-	0%
	SUBTOTAL - Other Outflows	**14,473**	**15,000**	**15,000**	**-**	**0%**
TOTAL EXPENSES		**9,228,470**	**11,140,965**	**13,896,087**	**3,052,714**	**28%**

MSA-1		Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET
BEGINNING CASH*		5,958,977	5,530,618	5,389,621	5,455,539	4,756,714	4,321,114	5,313,998	4,862,365	4,742,290	4,828,230	4,458,416	4,270,540	5,488,304
Revenue														
	LCFF Entitlement	409,100	591,420	1,047,174	591,420	591,420	1,047,174	591,420	591,420	1,128,994	673,240	673,240	1,128,994	673,240
	Federal Revenue	-	-	-	-	263,224	-	-	263,224	-	-	-	-	526,448
	Other State Revenues	39,815	39,815	348,804	39,815	39,815	1,275,771	287,007	355,341	287,007	287,007	340,267	287,007	204,633
	Other Local Revenues	622	622	20,523	20,523	20,523	20,523	20,523	20,523	20,523	20,523	20,523	20,523	1,244
	Total Revenue	449,537	631,858	1,416,502	651,759	914,983	2,343,468	898,950	1,230,509	1,436,524	980,770	1,034,031	1,436,524	1,405,565
Expenditures														
	Certificated Salaries	305,216	274,069	445,380	445,380	445,380	445,380	445,380	445,380	445,380	445,380	407,224	109,766	-
	Classified Salaries	83,467	72,697	131,932	131,932	131,932	131,932	131,932	131,932	131,932	131,932	118,739	15,886	-
	Benefits	124,541	108,471	196,855	196,855	196,855	196,855	196,855	196,855	196,855	196,855	177,170	23,703	-
	Books and Supplies	37,457	32,624	59,206	59,206	59,206	59,206	59,206	59,206	59,206	59,206	53,286	7,129	-
	Services and Operating Exp.	294,164	256,207	464,968	464,968	464,968	464,968	464,968	464,968	464,968	464,968	418,471	55,986	
	Depreciation & Cap Outlay	32,121	27,976	50,772	50,772	50,772	50,772	50,772	50,772	50,772	50,772	45,695	6,113	-
	Other Outflows	930	810	1,470	1,470	1,470	1,470	1,470	1,470	1,470	1,470	1,323	177	-
	Total Expenditures	877,896	772,855	1,350,584	1,350,584	1,350,584	1,350,584	1,350,584	1,350,584	1,350,584	1,350,584	1,221,908	218,760	-
	Total Change in Cash	(428,359)	(140,997)	65,918	(698,825)	(435,601)	992,885	(451,634)	(120,075)	85,940	(369,814)	(187,877)	1,217,764	1,405,565
ENDING CASH		5,530,618	5,389,621	5,455,539	4,756,714	4,321,114	5,313,998	4,862,365	4,742,290	4,828,230	4,458,416	4,270,540	5,488,304	6,893,869

*Beginning Cash based on 2nd Interim Budget cash forecast

2022-23 July Budget **MSA-2**	2021-22		2022-23		
	Actual YTD	2021-22 Estimated Actuals	Proposed 2022-23 July Budget	Variance From Prior Year	Variance as %
SUMMARY					
Revenue					
LCFF Entitlement	4,773,401.34	6,064,888.00	6,619,027	554,139	9%
Federal Revenue	434,248	687,041	621,415	(65,626)	-10%
Other State Revenues	776,420	875,231	1,987,158	1,111,927	127%
Other Local Revenues	31,799	139,767	42,117	(82,825)	-66%
Total Revenue	**6,015,868**	**7,766,927**	**9,269,717**	**1,517,615**	**20%**
Expenditures					
Certificated Salaries	1,975,840	2,692,440	2,880,914	188,474	7%
Classified Salaries	650,340	662,007	997,534	335,526	51%
Benefits	929,452	989,653	1,297,825	308,172	31%
Books and Supplies	288,977	337,098	466,158	129,060	38%
Services and Operating Exp.	1,786,431	2,194,901	2,577,551	382,649	17%
Depreciation & Cap Outlay	119,456	121,166	121,166	-	0%
Other Outflows	-	-	-	-	
Total Expenditures	**5,750,496**	**6,997,265**	**8,341,147**	**1,343,882**	**19%**
Net Revenues	**265,372**	**769,662**	**928,569**	**173,733**	
Fund Balance					
			-		
Beginning Balance (Audited)		3,041,572	3,811,234		
Net Revenues		769,662	928,569		
Ending Fund Balance		**3,811,234**	**4,739,804**		
Components of Fund Bal.					
Available For Econ. Uncert.			3,855,101	46.2% of Expenditures	
Restricted Balances (Est.)			575,628	6.9% of Expenditures	
Net Fixed Assets			309,075	3.7% of Expenditures	
Ending Fund Balance			**4,739,804**	**56.6% of Expenditures**	

REVENUE DETAIL

		Actual YTD	2021-22 Estimated Actuals	Proposed 2022-23 July Budget	Variance From Prior Year	Variance as %
LCFF Entitlement						
8011	State Aid	2,548,408	3,345,836	3,863,040	517,204	15%
8012	EPA Entitlement	882,228	1,275,204	1,232,219	(42,985)	-3%
8019	Prior Year Adjustments	(13)	-	-	-	0%
8096	InLieuPropTaxes	1,342,778	1,443,848	1,523,768	79,920	6%
	SUBTOTAL - LCFF Entitlement	**4,773,401**	**6,064,888**	**6,619,027**	**554,139**	**9%**
Federal Revenue						
8181	SpEd - Revenue	-	56,528	59,713	3,186	6%
8220	SchLunchFederal	-	-	-	-	0%
8290	All Other Federal Revenue	442,933	630,513	561,702	(68,812)	-11%
8295	Prior Year Adjustments (Fed Rev)	(8,685)	-	-	-	0%
	SUBTOTAL - Federal Revenue	**434,248**	**687,041**	**621,415**	**(65,626)**	**-10%**
Other State Revenue						
8311	SpEd Revenue	289,162	290,847	391,719	100,872	35%
8520	SchoolNutrState	-	-	-	-	0%
8550	MandCstReimburs	12,276	14,112	16,333	2,221	16%
8560	StateLotteryRev	58,279	106,295	112,285	5,990	6%
8590	AllOthStateRev	416,703	463,977	1,466,821	1,002,844	216%
8595	Prior Year Adjustments (Other State Rev)	-	-	-	-	0%
	SUBTOTAL - Other State Revenue	**776,420**	**875,231**	**1,987,158**	**1,111,927**	**127%**
Local Revenue						
8600	Other Local Rev	-	124,942	-	(124,942)	-100%
8634	StudentLunchFee	-	-	-	-	0%
8650	Leases &Rentals	-	-	-	-	0%
8660	Interest	-	-	-	-	0%
8698	OthRev-Suspense	-	-	-	-	0%
8701	CMO Fee - MSA-1	-	-	-	-	0%
8702	CMO Fee - MSA-2	-	-	-	-	0%
8703	CMO Fee - MSA-3	-	-	-	-	0%
8704	CMO Fee - MSA-4	-	-	-	-	0%
8705	CMO Fee - MSA-5	-	-	-	-	0%
8706	CMO Fee - MSA-6	-	-	-	-	0%
8707	CMO Fee - MSA-7	-	-	-	-	0%

8708	CMO Fee - MSA-8	-	-	-	-	0%
8709	CMO Fee - MSA-SA	-	-	-	-	0%
8712	CMO Fee - MSA-SD	-	-	-	-	0%
8690	Prior Year Adj (Local1)	-	-	-	-	0%
8695	Prior Year Adj (Local2)	-	-	-	-	0%
8699	Other Revenue	4,084	-	5,000	5,000	0%
8999	Misc Revenue (Suspense)	722	-	-	-	0%
	SUBTOTAL - Local Revenue	**4,806**	**124,942**	**5,000**	**(119,942)**	**-96%**
Fundraising & Grants						
8802	Donations - Private	-	-	7,116	7,116	0%
8803	Fundraising	26,993	14,825	30,000	15,175	102%
	SUBTOTAL - Fundraising & Grants	**26,993**	**14,825**	**37,116**	**22,291**	**150%**
TOTAL REVENUE		**6,015,868**	**7,766,927**	**9,269,716**	**1,502,789**	**19%**
EXPENSES						
Certificated Salaries						
1100	TeacherSalaries	1,551,433	1,879,698	2,198,478	318,780	17%
1200	Cert Aid	133,454	169,466	218,592	49,126	29%
1300	Cert Adminis	290,952	458,776	463,844	5,068	1%
1900	Cert Other	-	184,500	-		
	SUBTOTAL - Certificated Salaries	**1,975,840**	**2,692,440**	**2,880,914**	**372,974**	**14%**
Classified Salaries						
2100	Instructional Aides	133,536	145,707	186,904	41,197	28%
2200	Classified Support	292,985	322,418	561,310	238,892	74%
2300	Classified Admin	9,400	-	-	-	0%
2400	Clerical & Tech	186,343	193,882	249,319	55,437	29%
2900	OtherClassStaff	28,076.51	-	-	-	0%
	SUBTOTAL - Classified Salaries	**650,340**	**662,007**	**997,534**	**335,526**	**51%**
Employee Benefits						
3101	STRS-Certified	285,043	304,847	380,909	76,062	25%
3102	STRS-Classified	9,971	76,212	107,436	31,224	41%
3201	PERS-Cert	31,349	83,653	146,382	62,730	75%
3202	PERS-Classified	120,188	20,913	41,287	20,374	97%
3301	OASDI/Med-Cert	37,219	54,057	73,057	18,999	35%
3302	OASDI/Med-Class	48,256	13,514	20,606	7,091	52%

3401	HlthWelfareCert	348,168	318,011	380,662	62,651	20%
3402	HlthWelfareCert	-	79,503	107,366	27,864	35%
3501	UI-Certificated	11,375	4,334	5,143	809	19%
3502	UI-Classified	-	1,083	1,450	367	34%
3601	WorkersCmp-Cert	30,945	26,821	26,150	(671)	-3%
3602	WorkersCmp-Class	-	6,705	7,376	671	10%
3701	Other Retirement-Cert	-	-	-	-	0%
3901	OthBenes-Cert	6,929	-	-	-	0%
3902	OthBenes-Class	7	-	-	-	0%
	SUBTOTAL - Employee Benefits	**929,452**	**989,653**	**1,297,825**	**308,172**	**31%**
Books & Supplies						
4100	Text&CoreCurric	55,541	64,598	89,598	25,000	39%
4200	BooksOthRefMats	-	1,000	1,000	-	0%
4300	Materials and Supplies	-	-	20,085	20,085	0%
4310	Ins Mats & Sups	22,274	35,738	35,739	1	0%
4315	OthrSupplies	-	-	-	-	0%
4320	Office Supplies	34,929	33,500	48,500	15,000	45%
4325	ProfDevMat&Sups	-	-	-	-	0%
4326	Arts&MusicSupps	14,522	15,000	15,000	-	0%
4335	PE Supplies	3,077	3,000	3,000	-	0%
4340	Educat Software	51,663	63,649	74,623	10,974	17%
4345	NonInstStdntSup	58,787	56,000	70,000	14,000	25%
4346	TeacherSupplies	-	-	-	-	0%
4350	Cust. Supplies	11,164	14,000	14,000	-	0%
4351	Yearbook	-	-	-	-	0%
4390	Uniforms	13,563	14,000	22,000	8,000	57%
4400	NonCapEquip-Gen	184	500	18,500	18,000	3600%
4410	ClssrmFrnEqp<5k	1,972	7,000	7,000	-	0%
4430	OffceFurnEqp<5k	3,456	5,000	5,000	-	0%
4440	Computers <$5k	2,758	-	10,000	10,000	0%
4460	Cap Facility Proj	-	-	-		
4461	Fixed Asset Susp (Imp)	-	-	-	-	0%
4464	Equipment (Pre-Cap)	-	8,985	8,985	-	0%
4480	Fixed Asset Susp	-	-	-		
4710	Food	1,233	5,000	5,000	-	0%
4720	Food:Other Food	6,262	9,000	17,000	8,000	89%
4990	Prior Year Adj (Mat'ls)	-	-	-	-	0%
4999	Misc Expenditure (Suspense)	7,592	1,128	1,128	-	0%
	SUBTOTAL - Books and Supplies	**288,977**	**337,098**	**466,158**	**129,060**	**38%**

Services & Other Operating Expenses

5100	CMO Fees	-	-	-	(2,408)	240798%
5101	CMO Fees	704,055	938,739	1,003,984	65,245	7%
5200	Training	-	-	-		
5205	Conference Fees	-	1,000	3,000	2,000	200%
5210	MilesParkTolls	936	2,000	2,000	-	0%
5215	TravConferences	-	-	-	-	0%
5220	TraLodging	2,801	5,000	5,000	-	0%
5300	DuesMemberships	8,730	14,000	10,000	(4,000)	-29%
5450	Other Insurance	55,776	57,884	65,000	7,116	12%
5500	OpsHousekeeping	133,096	135,000	158,000	23,000	17%
5510	Gas & Electric	-	-	-	-	0%
5610	Rent & Leases	213,283	206,000	225,000	19,000	9%
5620	EquipmentLeases	18,943	25,000	25,000	-	0%
5630	Reps&MaintBldng	11,606	40,000	40,000	-	0%
5800	ProfessServices	229,548	163,352	268,045	104,694	64%
5810	Legal	15,464	45,000	45,000	-	0%
5813	SchPrgAftSchool	-	-	-	-	0%
5814	SchPrgAcadComps	3,820	4,000	4,000	-	0%
5819	SchlProgs-Other	47,594	40,000	80,000	40,000	100%
5820	Audit & CPA	9,464	9,100	12,500	3,400	37%
5825	DMSBusinessSvcs	-	-	-	-	0%
5835	Field Trips	36,669	25,000	50,000	25,000	100%
5836	FieldTrip Trans	-	-	40,000	40,000	0%
5840	MarkngStdtRecrt	1,814	20,000	30,000	10,000	50%
5850	Oversight Fees	-	56,849	66,190	9,341	16%
5857	Payroll Fees	18,198	20,000	20,000	-	0%
5860	Service Fees	1,393	4,000	4,000	-	0%
5861	Prior Year Services	-	-	-	-	0%
5863	Prof Developmnt	13,595	25,000	25,000	-	0%
5864	Prof Dev-Other	30,195	29,500	29,500	-	0%
5865	Professional Development LLM	-	-	-	-	0%
5869	SpEd Ctrct Inst	24,379	58,914	136,768	77,854	132%
5870	Livescan	564	750	750	-	0%
5872	SPED Fees (incl Encroachment)	-	-	-	-	0%
5875	Staff Recruiting	-	-	-	-	0%
5884	Substitutes	146,466	190,000	150,000	(40,000)	-21%
5890	OthSvcsNon-Inst	-	-	-	-	0%
5900	Communications	100	-	-	-	0%

5910	Communications 2	-	-	-	-	0%
5920	TelecomInternet	37,377	55,000	55,000	-	0%
5930	PostageDelivery	2,541	5,000	5,000	-	0%
5940	Technology	18,024	18,813	18,813	-	0%
5990	Prior Year Adj (Services)	-	-	-	-	0%
	SUBTOTAL - Services & Other Operating Exp.	**1,786,431**	**2,194,901**	**2,577,551**	**380,241**	**17%**
Capital Outlay & Depreciation						
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	0%
6400	EquipFixed	-	-	-	-	0%
6900	Depreciation	119,456	121,166	121,166	-	0%
	SUBTOTAL - Capital Outlay & Depreciation	**119,456**	**121,166**	**121,166**	**-**	**0%**
Other Outflows						
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	0%
7310	Indirect Costs	-	-	-	-	0%
7438	InterestExpense	-	-	-	-	0%
	SUBTOTAL - Other Outflows	**-**	**-**	**-**	**-**	**0%**
TOTAL EXPENSES		**5,750,496**	**6,997,265**	**8,341,147**	**1,525,974**	**22%**

MSA-2

	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET
BEGINNING CASH*	3,628,257	3,407,265	3,376,772	3,455,125	3,078,743	2,857,713	3,376,113	3,117,076	3,065,895	3,170,099	2,966,248	2,877,023	3,659,750
Revenue													
LCFF Entitlement	275,931	402,912	710,967	402,912	402,912	710,967	402,912	402,912	766,153	458,098	458,098	766,153	458,098
Federal Revenue	-	-	-	-	155,354	-	-	155,354	-	-	-	-	310,707
Other State Revenues	27,980	27,980	174,662	27,980	27,980	614,708	145,326	197,828	145,326	145,326	182,754	145,326	123,984
Other Local Revenues	2,143	2,643	3,354	3,354	3,354	3,354	3,354	3,354	3,354	3,354	3,354	2,854	4,286
Total Revenue	306,054	433,535	888,983	434,246	589,600	1,329,029	551,592	759,448	914,833	606,778	644,207	914,333	897,075
Expenditures													
Certificated Salaries	188,512	169,175	275,527	275,527	275,527	275,527	275,527	275,527	275,527	275,527	251,839	67,175	-
Classified Salaries	61,847	53,867	97,758	97,758	97,758	97,758	97,758	97,758	97,758	97,758	87,982	11,771	-
Benefits	80,465	70,083	127,187	127,187	127,187	127,187	127,187	127,187	127,187	127,187	114,468	15,314	-
Books and Supplies	28,902	25,173	45,683	45,683	45,683	45,683	45,683	45,683	45,683	45,683	41,115	5,501	-
Services and Operating Exp.	159,808	139,188	252,600	252,600	252,600	252,600	252,600	252,600	252,600	252,600	227,340	30,415	-
Depreciation & Cap Outlay	7,512	6,543	11,874	11,874	11,874	11,874	11,874	11,874	11,874	11,874	10,687	1,430	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures	527,046	464,028	810,629	810,629	810,629	810,629	810,629	810,629	810,629	810,629	733,432	131,606	-
Total Change in Cash	(220,992)	(30,493)	78,354	(376,383)	(221,029)	518,400	(259,037)	(51,181)	104,204	(203,851)	(89,225)	782,727	897,075
ENDING CASH	3,407,265	3,376,772	3,455,125	3,078,743	2,857,713	3,376,113	3,117,076	3,065,895	3,170,099	2,966,248	2,877,023	3,659,750	4,556,825

*Beginning Cash based on 2nd Interim Budget cash forecast

2022-23 July Budget	2021-22		2022-23		
MSA-3	Actual YTD	2021-22 Estimated Actuals	Proposed 2022-23 July Budget	Variance From Prior Year	Variance as %
SUMMARY					
Revenue					
LCFF Entitlement	3,709,862.91	4,668,463.00	5,278,504	610,041	13%
Federal Revenue	583,031	1,300,046	519,006	(781,040)	-60%
Other State Revenues	795,126	995,600	1,631,782	636,183	64%
Other Local Revenues	23,003	151,289	26,069	(125,220)	-83%
Total Revenue	**5,111,024**	**7,115,398**	**7,455,362**	**339,964**	**5%**
Expenditures					
Certificated Salaries	1,987,167	2,547,694	2,734,440	186,746	7%
Classified Salaries	533,427	650,635	892,755	242,120	37%
Benefits	932,425	1,060,820	1,317,979	257,159	24%
Books and Supplies	200,619	263,013	266,599	3,586	1%
Services and Operating Exp.	2,054,018	2,283,456	2,074,155	(209,301)	-9%
Depreciation & Cap Outlay	72,398	66,859	66,858	-	0%
Other Outflows	-	-	-	-	
Total Expenditures	**5,780,053**	**6,872,476**	**7,352,786**	**480,310**	**7%**
Net Revenues	**(669,029)**	**242,922**	**102,576**	**(140,346)**	
Fund Balance					
			-		
Beginning Balance (Audited)		2,178,326	2,421,247		
Net Revenues		242,922	102,576		
Ending Fund Balance		**2,421,247**	**2,523,823**		
Components of Fund Bal.					
Available For Econ. Uncert.			1,710,698	23.7% of Expenditures	
Restricted Balances (Est.)			550,874	7.5% of Expenditures	
Net Fixed Assets			262,250	3.6% of Expenditures	
Ending Fund Balance			**2,523,822**	**34.3% of Expenditures**	

REVENUE DETAIL

		Actual YTD	2021-22 Estimated Actuals	Proposed 2022-23 July Budget	Variance From Prior Year	Variance as %
LCFF Entitlement						
8011	State Aid	2,001,990	2,485,423	3,074,955	589,532	24%
8012	EPA Entitlement	672,426	1,069,639	976,812	(92,827)	-9%
8019	Prior Year Adjustments	(16)	-	-	-	0%
8096	InLieuPropTaxes	1,035,463	1,113,401	1,226,737	113,336	10%
	SUBTOTAL - LCFF Entitlement	**3,709,863**	**4,668,463**	**5,278,504**	**610,041**	**13%**
Federal Revenue						
8181	SpEd - Revenue	-	43,361	48,073	4,713	11%
8220	SchLunchFederal	-	-	-	-	0%
8290	All Other Federal Revenue	590,301	1,256,686	470,933	(785,753)	-63%
8295	Prior Year Adjustments (Fed Rev)	(7,270)	-	-	-	0%
	SUBTOTAL - Federal Revenue	**583,031**	**1,300,046**	**519,006**	**(781,040)**	**-60%**
Other State Revenue						
8311	SpEd Revenue	233,804	324,679	315,360	(9,319)	-3%
8520	SchoolNutrState	-	-	-	-	0%
8550	MandCstReimburs	14,861	12,511	15,074	2,563	20%
8560	StateLotteryRev	65,065	81,536	90,397	8,862	11%
8590	AllOthStateRev	481,396	576,874	1,210,951	634,077	110%
8595	Prior Year Adjustments (Other State Rev)	-	-	-	-	0%
	SUBTOTAL - Other State Revenue	**795,126**	**995,600**	**1,631,782**	**636,183**	**64%**
Local Revenue						
8600	Other Local Rev	-	137,337	1	(137,336)	-100%
8634	StudentLunchFee	-	-	-	-	0%
8650	Leases &Rentals	-	-	-	-	0%
8660	Interest	-	-	-	-	0%
8698	OthRev-Suspense	-	-	-	-	0%
8701	CMO Fee - MSA-1	-	-	-	-	0%
8702	CMO Fee - MSA-2	-	-	-	-	0%
8703	CMO Fee - MSA-3	-	-	-	-	0%
8704	CMO Fee - MSA-4	-	-	-	-	0%
8705	CMO Fee - MSA-5	-	-	-	-	0%
8706	CMO Fee - MSA-6	-	-	-	-	0%
8707	CMO Fee - MSA-7	-	-	-	-	0%

8708	CMO Fee - MSA-8	-	-	-	-	0%
8709	CMO Fee - MSA-SA	-	-	-	-	0%
8712	CMO Fee - MSA-SD	-	-	-	-	0%
8690	Prior Year Adj (Local1)	-	-	-	-	0%
8695	Prior Year Adj (Local2)	-	-	-	-	0%
8699	Other Revenue	4,555	-	5,000	5,000	0%
8999	Misc Revenue (Suspense)	11,691	-	-	-	0%
	SUBTOTAL - Local Revenue	**16,246**	**137,337**	**5,001**	**(132,336)**	**-96%**
Fundraising & Grants						
8802	Donations - Private	-	-	7,116	7,116	0%
8803	Fundraising	6,757	13,952	13,952	-	0%
	SUBTOTAL - Fundraising & Grants	**6,757**	**13,952**	**21,068**	**7,116**	**51%**
TOTAL REVENUE		**5,111,024**	**7,115,398**	**7,455,362**	**339,964**	**5%**
EXPENSES						
Certificated Salaries						
1100	TeacherSalaries	1,444,063	1,705,562	2,007,100	301,538	18%
1200	Cert Aid	104,572	157,432	177,188	19,756	13%
1300	Cert Adminis	438,532	504,700	550,152	45,452	9%
1900	Other Cert	-	180,000	-	(180,000)	-100%
	SUBTOTAL - Certificated Salaries	**1,987,167**	**2,547,694**	**2,734,440**	**366,746**	**14%**
Classified Salaries						
2100	Instructional Aides	228,716	292,059	360,586	68,528	23%
2200	Classified Support	129,664	145,306	230,256	84,950	58%
2300	Classified Admin	-	-	-	-	0%
2400	Clerical & Tech	175,048	213,271	301,913	88,642	42%
2900	OtherClassStaff	-	-	-	-	0%
	SUBTOTAL - Classified Salaries	**533,427**	**650,635**	**892,755**	**242,120**	**37%**
Employee Benefits						
3101	STRS-Certified	312,918	305,182	378,691	73,510	24%
3102	STRS-Classified	227	76,295	106,810	30,515	40%
3201	PERS-Cert	17,096	106,730	167,056	60,327	57%
3202	PERS-Classified	113,172	26,682	47,118	20,436	77%
3301	OASDI/Med-Cert	33,374	61,792	79,122	17,331	28%
3302	OASDI/Med-Class	40,748	15,448	22,317	6,869	44%

3401	HlthWelfareCert	375,664	330,944	359,388	28,444	9%
3402	HlthWelfareCert	-	82,736	101,366	18,630	23%
3501	UI-Certificated	11,164	4,539	5,282	743	16%
3502	UI-Classified	-	1,135	1,490	355	31%
3601	WorkersCmp-Cert	30,022	39,470	38,484	(987)	-3%
3602	WorkersCmp-Class	-	9,868	10,854	987	10%
3701	Other Retirement-Cert	(1,982)	-	-	-	0%
3901	OthBenes-Cert	14	-	-	-	0%
3902	OthBenes-Class	7	-	-	-	0%
	SUBTOTAL - Employee Benefits	**932,425**	**1,060,820**	**1,317,979**	**257,159**	**24%**
Books & Supplies						
4100	Text&CoreCurric	80,015	85,000	85,000	-	0%
4200	BooksOthRefMats	146	1,000	1,000	-	0%
4300	Materials and Supplies	-	-	20,085	20,085	0%
4310	Ins Mats & Sups	10,791	12,896	12,897	1	0%
4315	OthrSupplies	1,763	4,000	4,000	-	0%
4320	Office Supplies	1,557	7,000	7,000	-	0%
4325	ProfDevMat&Sups	-	-	-	-	0%
4326	Arts&MusicSupps	1,241	2,500	2,500	-	0%
4335	PE Supplies	556	2,000	2,000	-	0%
4340	Educat Software	50,700	48,946	48,946	-	0%
4345	NonInstStdntSup	32,138	25,000	35,000	10,000	40%
4346	TeacherSupplies	1,525	5,000	5,000	-	0%
4350	Cust. Supplies	-	1,000	1,000	-	0%
4351	Yearbook	-	-	-	-	0%
4390	Uniforms	9,743	10,171	10,171	-	0%
4400	NonCapEquip-Gen	1,499	19,000	2,000	(17,000)	-89%
4410	ClssrmFrnEqp<5k	-	-	-	-	0%
4430	OffceFurnEqp<5k	-	500	500	-	0%
4440	Computers <$5k	(750)	500	500	-	0%
4460	Cap Facility Proj	-	-	-		
4461	Fixed Asset Susp (Imp)	-	-	-	-	0%
4464	Equipment (Pre-Cap)	-	35,000	20,000	(15,000)	-43%
4480	Fixed Asset Susp	-	-	-		
4710	Food	-	-	-	-	0%
4720	Food:Other Food	5,297	3,500	9,000	5,500	157%
4990	Prior Year Adj (Mat'ls)	-	-	-	-	0%
4999	Misc Expenditure (Suspense)	4,397	-	-	-	0%
	SUBTOTAL - Books and Supplies	**200,619**	**263,013**	**266,599**	**3,586**	**1%**

Services & Other Operating Expenses

5100	CMO Fees	-	-	-	(2,408)	240798%
5101	CMO Fees	572,044	762,726	721,613	(41,113)	-5%
5200	Training	-	-	-		
5205	Conference Fees	-	-	-	-	0%
5210	MilesParkTolls	389	500	500	-	0%
5215	TravConferences	-	-	-	-	0%
5220	TraLodging	25	-	-	-	0%
5300	DuesMemberships	10,233	11,000	10,000	(1,000)	-9%
5450	Other Insurance	50,193	53,973	53,973	-	0%
5500	OpsHousekeeping	2,618	4,000	4,000	-	0%
5510	Gas & Electric	-	-	-	-	0%
5610	Rent & Leases	414,788	475,185	325,000	(150,185)	-32%
5620	EquipmentLeases	6,979	20,000	20,000	-	0%
5630	Reps&MaintBldng	4,150	5,000	5,000	-	0%
5800	ProfessServices	484,993	270,634	304,754	34,120	13%
5810	Legal	67,195	50,000	50,000	-	0%
5813	SchPrgAftSchool	19,535	140,667	140,667	-	0%
5814	SchPrgAcadComps	150	-	-	-	0%
5819	SchlProgs-Other	41,985	25,000	25,000	-	0%
5820	Audit & CPA	7,755	8,500	8,500	-	0%
5825	DMSBusinessSvcs	-	-	-	-	0%
5835	Field Trips	16,973	20,000	20,000	-	0%
5836	FieldTrip Trans	-	-	15,000	15,000	0%
5840	MarkngStdtRecrt	18,124	20,000	30,000	10,000	50%
5850	Oversight Fees	-	43,035	52,785	9,751	23%
5857	Payroll Fees	18,430	20,000	20,000	-	0%
5860	Service Fees	1,283	4,000	4,000	-	0%
5861	Prior Year Services	-	-	-	-	0%
5863	Prof Developmnt	14,934	15,500	15,500	-	0%
5864	Prof Dev-Other	15,405	22,502	22,502	-	0%
5865	Professional Development LLM	-	-	-	-	0%
5869	SpEd Ctrct Inst	30,418	39,422	93,548	54,126	137%
5870	Livescan	380	500	500	-	0%
5872	SPED Fees (incl Encroachment)	-	-	-	-	0%
5875	Staff Recruiting	343	-	-	-	0%
5884	Substitutes	181,555	190,000	50,000	(140,000)	-74%
5890	OthSvcsNon-Inst	-	-	-	-	0%
5900	Communications	259	500	500	-	0%

5910	Communications 2	-	-	-	-	0%
5920	TelecomInternet	49,900	55,000	55,000	-	0%
5930	PostageDelivery	5,148	7,000	7,000	-	0%
5940	Technology	17,832	18,813	18,813	-	0%
5990	Prior Year Adj (Services)	-	-	-	-	0%
	SUBTOTAL - Services & Other Operating Exp.	**2,054,018**	**2,283,456**	**2,074,155**	**(211,709)**	**-9%**
Capital Outlay & Depreciation						
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	0%
6400	EquipFixed	-	-	-	-	0%
6900	Depreciation	72,398	66,858	66,858	-	0%
	SUBTOTAL - Capital Outlay & Depreciation	**72,398**	**66,858**	**66,858**	**-**	**0%**
Other Outflows						
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	0%
7310	Indirect Costs	-	-	-	-	0%
7438	InterestExpense	-	-	-	-	0%
	SUBTOTAL - Other Outflows	**-**	**-**	**-**	**-**	**0%**
TOTAL EXPENSES		**5,780,053**	**6,872,477**	**7,352,786**	**657,902**	**10%**

Monthly Update - Monthly Cash Flow (Projections) 2022-23

MSA-3	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals
	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET
BEGINNING CASH	2,064,347	1,758,966	1,590,973	1,631,095	1,305,918	1,110,493	1,513,900	1,285,599	1,232,257	1,292,087	1,107,715	996,546	1,435,227
Revenue													
LCFF Entitlement	219,640	321,868	566,071	321,868	321,868	566,071	321,868	321,868	609,999	365,796	365,796	609,999	365,796
Federal Revenue	-	-	-	-	129,752	-	-	129,752	-	-	-	-	259,503
Other State Revenues	22,526	22,526	143,621	22,526	22,526	506,906	119,402	164,608	119,402	119,402	149,534	119,402	99,403
Other Local Revenues	997	997	1,708	1,708	1,708	1,708	1,708	1,708	1,708	1,708	1,708	1,708	6,993
Total Revenue	243,162	345,390	711,400	346,102	475,853	1,074,685	442,978	617,936	731,109	486,906	517,038	731,109	731,695
Expenditures													
Certificated Salaries	181,272	163,798	259,906	259,906	259,906	259,906	259,906	259,906	259,906	259,906	238,500	71,621	-
Classified Salaries	55,351	48,209	87,490	87,490	87,490	87,490	87,490	87,490	87,490	87,490	78,741	10,535	-
Benefits	81,715	71,171	129,162	129,162	129,162	129,162	129,162	129,162	129,162	129,162	116,246	15,552	-
Books and Supplies	51,788	51,788	16,302	16,302	16,302	16,302	16,302	16,302	16,302	16,302	16,302	16,302	-
Services and Operating Exp.	172,846	172,846	172,846	172,846	172,846	172,846	172,846	172,846	172,846	172,846	172,846	172,846	-
Depreciation & Cap Outlay	5,572	5,572	5,572	5,572	5,572	5,572	5,572	5,572	5,572	5,572	5,572	5,572	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures	548,543	513,383	671,278	671,278	671,278	671,278	671,278	671,278	671,278	671,278	628,207	292,427	-
Total Change in Cash	(305,381)	(167,993)	40,122	(325,177)	(195,425)	403,407	(228,301)	(53,342)	59,830	(184,373)	(111,169)	438,681	731,695
ENDING CASH	1,758,966	1,590,973	1,631,095	1,305,918	1,110,493	1,513,900	1,285,599	1,232,257	1,292,087	1,107,715	996,546	1,435,227	2,166,922

2022-23 July Budget	2021-22		2022-23		
MSA-4	Actual YTD	2021-22 Estimated Actuals	Proposed 2022-23 July Budget	Variance From Prior Year	Variance as %
SUMMARY					
Revenue					
LCFF Entitlement	1,114,420.41	1,396,112.00	1,669,325	273,213	20%
Federal Revenue	325,311	683,794	138,060	(545,734)	-80%
Other State Revenues	245,081	142,328	575,743	427,116	184%
Other Local Revenues	14,074	124,471	95,744	(19,429)	-63%
Total Revenue	**1,698,886**	**2,346,705**	**2,478,872**	**135,166**	**6%**
Expenditures					
Certificated Salaries	923,030	1,128,389	1,051,012	(77,378)	-7%
Classified Salaries	100,106	150,637	266,999	120,679	82%
Benefits	371,908	403,761	470,901	62,823	15%
Books and Supplies	62,597	71,763	76,061	4,298	6%
Services and Operating Exp.	448,150	514,344	515,739	1,395	0%
Depreciation & Cap Outlay	24,749	31,023	31,023	-	0%
Other Outflows	-		-	-	
Total Expenditures	**1,930,540**	**2,299,917**	**2,411,735**	**111,817**	**5%**
Net Revenues	**(231,653)**	**46,787**	**67,136**	**23,349**	
Fund Balance					
			-		
Beginning Balance (Audited)		1,221,948	1,268,735		
Net Revenues		46,787	67,136		
Ending Fund Balance		**1,268,735**	**1,335,871**		
Components of Fund Bal.					
Available For Econ. Uncert.			1,001,391	41.5% of Expenditures	
Restricted Balances (Est.)			239,571	10% of Expenditures	
Net Fixed Assets			94,909	3.9% of Expenditures	
Ending Fund Balance			**1,335,871**	**55.3% of Expenditures**	

REVENUE DETAIL

		Actual YTD	2021-22 Estimated Actuals	Proposed 2022-23 July Budget	Variance From Prior Year	Variance as %
LCFF Entitlement						
8011	State Aid	646,940	813,764	1,032,150	218,386	27%
8012	EPA Entitlement	193,948	288,226	296,518	8,292	3%
8019	Prior Year Adjustments	(3)	-	-	-	0%
8096	InLieuPropTaxes	273,535	294,122	340,657	46,535	16%
	SUBTOTAL - LCFF Entitlement	**1,114,420**	**1,396,112**	**1,669,325**	**273,213**	**20%**
Federal Revenue						
8181	SpEd - Revenue	24,502	29,606	20,907	(8,699)	-29%
8220	SchLunchFederal	-	-	-	-	0%
8290	All Other Federal Revenue	303,260	654,188	117,153	(537,035)	-82%
8295	Prior Year Adjustments (Fed Rev)	(2,451)	-	-	-	0%
	SUBTOTAL - Federal Revenue	**325,311**	**683,794**	**138,060**	**(545,734)**	**-80%**
Other State Revenue						
8311	SpEd Revenue	75,750			3	0%
8520	SchoolNutrState	-	-	-	-	0%
8550	MandCstReimburs	4,850	4,548	5,090	542	12%
8560	StateLotteryRev	16,898	25,080	25,171	91	0%
8590	AllOthStateRev	147,619	112,700	545,482	426,480	358%
8595	Prior Year Adjustments (Other State Rev)	(35)	-	-	-	0%
	SUBTOTAL - Other State Revenue	**245,081**	**142,328**	**575,743**	**427,116**	**184%**
Local Revenue						
8600	Other Local Rev	-	29,546	1	(29,545)	-100%
8634	StudentLunchFee	-	-	-	-	0%
8650	Leases &Rentals	-	-	-	-	0%
8660	Interest	-	-	-	-	0%
8677	Interagency Services	-	90,425	84,127	-	0%
8701	CMO Fee - MSA-1	-	-	-	-	0%
8702	CMO Fee - MSA-2	-	-	-	-	0%
8703	CMO Fee - MSA-3	-	-	-	-	0%
8704	CMO Fee - MSA-4	-	-	-	-	0%
8705	CMO Fee - MSA-5	-	-	-	-	0%
8706	CMO Fee - MSA-6	-	-	-	-	0%
8707	CMO Fee - MSA-7	-	-	-	-	0%

8708	CMO Fee - MSA-8	-	-	-	-	0%
8709	CMO Fee - MSA-SA	-	-	-	-	0%
8712	CMO Fee - MSA-SD	-	-	-	-	0%
8690	Prior Year Adj (Local1)	-	-	-	-	0%
8695	Prior Year Adj (Local2)	-	-	-	-	0%
8699	Other Revenue	2,401	500	500	-	0%
8999	Misc Revenue (Suspense)	180	1,000	1,000	-	0%
	SUBTOTAL - Local Revenue	**2,581**	**121,471**	**85,628**	**(29,545)**	**-95%**
Fundraising & Grants						
8802	Donations - Private	3,007	-	7,116	7,116	0%
8803	Fundraising	8,486	3,000	3,000	-	0%
	SUBTOTAL - Fundraising & Grants	**11,493**	**3,000**	**10,116**	**7,116**	**237%**
TOTAL REVENUE		**1,698,886**	**2,346,706**	**2,478,872**	**132,166**	**6%**
EXPENSES						
Certificated Salaries						
1100	TeacherSalaries	560,683	662,658	684,102	21,444	3%
1200	Cert Aid	174,520	170,544	131,406	(39,138)	-23%
1300	Cert Adminis	187,827	214,188	235,504	21,316	10%
1900	Other Admin		81,000	-	(81,000)	-100%
	SUBTOTAL - Certificated Salaries	**923,030**	**1,128,390**	**1,051,012**	**3,622**	**0%**
Classified Salaries						
2100	Instructional Aides	22,682	30,658	44,239	13,581	44%
2200	Classified Support	45,251	51,734	80,056	28,322	55%
2300	Classified Admin	-	-	-	-	0%
2400	Clerical & Tech	54,530	63,928	142,704	78,776	123%
2900	OtherClassStaff	(22,357)	-	-	-	0%
	SUBTOTAL - Classified Salaries	**100,106**	**146,320**	**266,999**	**120,679**	**82%**
Employee Benefits						
3101	STRS-Certified	132,647	122,465	138,455	15,990	13%
3102	STRS-Classified	-	30,616	39,051	8,435	28%
3201	PERS-Cert	16,305	41,019	58,984	17,965	44%
3202	PERS-Classified	35,487	10,255	16,636	6,382	62%
3301	OASDI/Med-Cert	18,149	24,192	28,297	4,105	17%
3302	OASDI/Med-Class	12,459	6,048	7,981	1,933	32%

3401	HlthWelfareCert	140,427	124,078	127,072	2,994	2%
3402	HlthWelfareCert	-	31,020	35,841	4,821	16%
3501	UI-Certificated	5,603	1,806	1,915	109	6%
3502	UI-Classified	-	451	540	89	20%
3601	WorkersCmp-Cert	14,539	12,903	12,581	(323)	-3%
3602	WorkersCmp-Class	-	3,226	3,548	323	10%
3701	Other Retirement-Cert	(3,708)	-	-	-	0%
3901	OthBenes-Cert	-	-	-	-	0%
3902	OthBenes-Class	-	-	-	-	0%
	SUBTOTAL - Employee Benefits	**371,908**	**408,078**	**470,901**	**62,823**	**15%**
Books & Supplies						
4100	Text&CoreCurric	798	2,000	2,000	-	0%
4200	BooksOthRefMats	-	-	-	-	0%
4300	Materials and Supplies	-	-	20,085	20,085	0%
4310	Ins Mats & Sups	3,930	5,000	5,001	1	0%
4315	OthrSupplies	-	1,000	-	(1,000)	-100%
4320	Office Supplies	5,472	8,000	8,000	-	0%
4325	ProfDevMat&Sups	-	-	-	-	0%
4326	Arts&MusicSupps	3,008	3,500	2,000	(1,500)	-43%
4335	PE Supplies	-	3,000	2,000	(1,000)	-33%
4340	Educat Software	12,771	17,663	15,375	(2,288)	-13%
4345	NonInstStdntSup	19,297	9,000	9,000	-	0%
4346	TeacherSupplies	852	1,500	1,500	-	0%
4350	Cust. Supplies	-	-	-	-	0%
4351	Yearbook	420	1,000	1,000	-	0%
4390	Uniforms	3,087	3,100	3,100	-	0%
4400	NonCapEquip-Gen	1,769	4,000	4,000	-	0%
4410	ClssrmFrnEqp<5k	-	-	-	-	0%
4430	OffceFurnEqp<5k	-	-	-	-	0%
4440	Computers <$5k	-	-	-	-	0%
4460	Cap Facility Proj	-	-	-		
4461	Fixed Asset Susp (Imp)	-	-	-	-	0%
4464	Equipment (Pre-Cap)	-	10,000	-	(10,000)	-100%
4480	Fixed Asset Susp	-	-	-		
4710	Food	-	1,000	1,000	-	0%
4720	Food:Other Food	1,251	2,000	2,000	-	0%
4990	Prior Year Adj (Mat'ls)	-	-	-	-	0%
4999	Misc Expenditure (Suspense)	9,944	-	-	-	0%
	SUBTOTAL - Books and Supplies	**62,597**	**71,763**	**76,061**	**4,298**	**6%**

Services & Other Operating Expenses

Code	Description					
5100	CMO Fees	-	-	-	(2,408)	240798%
5101	CMO Fees	28,236	37,648	43,924	6,276	17%
5200	Training	-	-	-		
5205	Conference Fees	-	-	-	-	0%
5210	MilesParkTolls	63	500	500	-	0%
5215	TravConferences	-	-	-	-	0%
5220	TraLodging	30	500	500	-	0%
5300	DuesMemberships	4,184	5,500	5,500	-	0%
5450	Other Insurance	12,082	15,755	15,755	-	0%
5500	OpsHousekeeping	1,204	1,500	1,500	-	0%
5510	Gas & Electric	-	-	-	-	0%
5610	Rent & Leases	178,949	237,696	129,529	(108,167)	-46%
5620	EquipmentLeases	6,428	6,200	6,200	-	0%
5630	Reps&MaintBldng	3,283	3,500	3,500	-	0%
5800	ProfessServices	51,521	40,197	128,907	88,710	221%
5810	Legal	1,196	10,000	10,000	-	0%
5813	SchPrgAftSchool	-	-	-	-	0%
5814	SchPrgAcadComps	-	-	-	-	0%
5819	SchlProgs-Other	2,175	3,500	3,500	-	0%
5820	Audit & CPA	7,755	9,000	9,000	-	0%
5825	DMSBusinessSvcs	-	-	-	-	0%
5835	Field Trips	9,085	3,000	10,000	7,000	233%
5836	FieldTrip Trans	-	-	-	-	0%
5840	MarkngStdtRecrt	7,809	10,000	10,000	-	0%
5850	Oversight Fees	12,524	13,156	16,693	3,537	27%
5857	Payroll Fees	10,167	9,000	9,000	-	0%
5860	Service Fees	58	1,000	1,000	-	0%
5861	Prior Year Services	-	-	-	-	0%
5863	Prof Developmnt	2,295	5,000	-	(5,000)	-100%
5864	Prof Dev-Other	20,049	20,000	25,131	5,131	26%
5865	Professional Development LLM	-	-	-	-	0%
5869	SpEd Ctrct Inst	17,800	20,000	20,907	907	5%
5870	Livescan	214	300	300	-	0%
5872	SPED Fees (incl Encroachment)	18,794	14,489	14,489	-	0%
5875	Staff Recruiting	-	-	-	-	0%
5884	Substitutes	7,935	12,000	10,000	(2,000)	-17%
5890	OthSvcsNon-Inst	-	-	-	-	0%
5900	Communications	-	-	-	-	0%

5910	Communications 2	-	-	-	-	0%
5920	TelecomInternet	30,864	20,000	25,000	5,000	25%
5930	PostageDelivery	4,502	4,000	4,000	-	0%
5940	Technology	8,259	10,904	10,904	-	0%
5990	Prior Year Adj (Services)	690	-	-	-	0%
	SUBTOTAL - Services & Other Operating Exp.	**448,150**	**514,344**	**515,739**	**(1,013)**	**0%**
Capital Outlay & Depreciation						
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	0%
6400	EquipFixed	-	-	-	-	0%
6900	Depreciation	24,749	31023.26	31,023	-	0%
	SUBTOTAL - Capital Outlay & Depreciation	**24,749**	**31,023**	**31,023**	**-**	**0%**
Other Outflows						
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	0%
7310	Indirect Costs	-	-	-	-	0%
7438	InterestExpense	-	-	-	-	0%
	SUBTOTAL - Other Outflows	**-**	**-**	**-**	**-**	**0%**
TOTAL EXPENSES		**1,930,540**	**2,299,918**	**2,411,735**	**190,409**	**8%**

Monthly Update - Monthly Cash Flow (Projections) 2022-23

MSA-4	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals
	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET
BEGINNING CASH	1,339,566	1,243,683	1,188,614	1,204,178	1,091,063	1,012,463	1,191,671	1,123,195	1,101,715	1,121,113	1,066,382	1,035,265	1,188,567
Revenue													
LCFF Entitlement	73,725	102,113	176,243	102,113	102,113	176,243	102,113	102,113	190,988	116,858	116,858	190,988	116,858
Federal Revenue	-	-	-	-	34,515	-	-	34,515	-	-	-	-	69,030
Other State Revenues	6,009	6,009	60,557	6,009	6,009	224,202	49,648	63,128	49,648	49,648	58,038	49,648	31,318
Other Local Revenues	214	214	926	926	926	926	1,926	926	926	926	926	926	929
Total Revenue	79,948	108,336	237,726	109,048	143,563	401,370	153,687	200,682	241,561	167,432	175,822	241,561	218,135
Expenditures													
Certificated Salaries	70,187	63,663	99,545	99,545	99,545	99,545	99,545	99,545	99,545	99,545	91,553	29,248	-
Classified Salaries	16,554	14,418	26,166	26,166	26,166	26,166	26,166	26,166	26,166	26,166	23,549	3,151	-
Benefits	29,196	25,429	46,148	46,148	46,148	46,148	46,148	46,148	46,148	46,148	41,533	5,557	-
Books and Supplies	14,332	14,332	4,740	4,740	4,740	4,740	4,740	4,740	4,740	4,740	4,740	4,740	-
Services and Operating Exp.	42,978	42,978	42,978	42,978	42,978	42,978	42,978	42,978	42,978	42,978	42,978	42,978	-
Depreciation & Cap Outlay	2,585	2,585	2,585	2,585	2,585	2,585	2,585	2,585	2,585	2,585	2,585	2,585	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures	175,832	163,405	222,163	222,163	222,163	222,163	222,163	222,163	222,163	222,163	206,939	88,259	-
Total Change in Cash	(95,884)	(55,068)	15,563	(113,115)	(78,600)	179,208	(68,476)	(21,481)	19,399	(54,731)	(31,117)	153,302	218,135
ENDING CASH	1,243,683	1,188,614	1,204,178	1,091,063	1,012,463	1,191,671	1,123,195	1,101,715	1,121,113	1,066,382	1,035,265	1,188,567	1,406,702

2022-23 July Budget	2021-22		2022-23		
MSA-5	**Actual YTD**	**2021-22 Estimated Actuals**	**Proposed 2022-23 July Budget**	**Variance From Prior Year**	**Variance as %**
SUMMARY					
Revenue					
LCFF Entitlement	2,453,756.83	2,971,072.00	3,370,837	399,765	13%
Federal Revenue	315,920	531,352	412,946	(118,406)	-22%
Other State Revenues	476,594	686,171	1,312,397	626,227	91%
Other Local Revenues	31,082	80,745	29,714	(51,031)	-63%
Total Revenue	**3,277,353**	**4,269,340**	**5,125,894**	**856,555**	**20%**
Expenditures					
Certificated Salaries	1,242,580	1,510,142	1,636,038	125,896	8%
Classified Salaries	217,746	313,348	532,083	218,736	70%
Benefits	533,461	562,531	776,874	214,344	38%
Books and Supplies	98,742	153,401	183,664	30,263	20%
Services and Operating Exp.	863,851	1,112,598	1,036,437	(76,161)	-7%
Depreciation & Cap Outlay	57,292	56,886	56,886	-	0%
Other Outflows	-		-	-	
Total Expenditures	**3,013,672**	**3,708,906**	**4,221,983**	**513,077**	**14%**
Net Revenues	**263,681**	**560,434**	**903,912**	**343,478**	
Fund Balance					
			-		
Beginning Balance (Audited)		3,033,303	3,593,737		
Net Revenues		560,434	903,912		
Ending Fund Balance		**3,593,737**	**4,497,649**		
Components of Fund Bal.					
Available For Econ. Uncert.			3,864,313	87.3% of Expenditures	
Restricted Balances (Est.)			421,342	10% of Expenditures	
Net Fixed Assets			391,994	9.2% of Expenditures	
Ending Fund Balance			**4,497,649**	**106.5% of Expenditures**	

REVENUE DETAIL

		Actual YTD	2021-22 Estimated Actuals	Proposed 2022-23 July Budget	Variance From Prior Year	Variance as %
LCFF Entitlement						
8011	State Aid	1,391,357	1,670,734	2,039,831	369,097	22%
8012	EPA Entitlement	416,898	606,245	588,429	(17,816)	-3%
8019	Prior Year Adjustments	(6)	-	-	-	0%
8096	InLieuPropTaxes	645,508	694,093	742,577	48,484	7%
	SUBTOTAL - LCFF Entitlement	**2,453,757**	**2,971,072**	**3,370,837**	**399,765**	**13%**
Federal Revenue						
8181	SpEd - Revenue	-	27,031	29,100	2,069	8%
8220	SchLunchFederal	-	-	-	-	0%
8290	All Other Federal Revenue	320,633	504,321	383,846	(120,475)	-24%
8295	Prior Year Adjustments (Fed Rev)	(4,713)	-	-	-	0%
	SUBTOTAL - Federal Revenue	**315,920**	**531,352**	**412,946**	**(118,406)**	**-22%**
Other State Revenue						
8311	SpEd Revenue	144,347	190,657	190,896	239	0%
8520	SchoolNutrState	-	-	-	-	0%
8550	MandCstReimburs	8,560	7,096	8,475	1,379	19%
8560	StateLotteryRev	38,187	50,830	54,720	3,890	8%
8590	AllOthStateRev	284,739	437,587	1,058,306	620,719	142%
8595	Prior Year Adjustments (Other State Rev)	761	-	-	-	0%
	SUBTOTAL - Other State Revenue	**476,594**	**686,171**	**1,312,397**	**626,227**	**91%**
Local Revenue						
8600	Other Local Rev	-	73,148	1	(73,147)	-100%
8634	StudentLunchFee	-	-	-	-	0%
8650	Leases &Rentals	-	-	-	-	0%
8660	Interest	14,473	-	12,000	12,000	0%
8698	OthRev-Suspense	-	-	-	-	0%
8701	CMO Fee - MSA-1	-	-	-	-	0%
8702	CMO Fee - MSA-2	-	-	-	-	0%
8703	CMO Fee - MSA-3	-	-	-	-	0%
8704	CMO Fee - MSA-4	-	-	-	-	0%
8705	CMO Fee - MSA-5	-	-	-	-	0%
8706	CMO Fee - MSA-6	-	-	-	-	0%

8707	CMO Fee - MSA-7	-	-	-	-	0%
8708	CMO Fee - MSA-8	-	-	-	-	0%
8709	CMO Fee - MSA-SA	-	-	-	-	0%
8712	CMO Fee - MSA-SD	-	-	-	-	0%
8690	Prior Year Adj (Local1)	-	-	-	-	0%
8695	Prior Year Adj (Local2)	-	-	-	-	0%
8699	Other Revenue	10,815	-	3,000	3,000	0%
8999	Misc Revenue (Suspense)	2,702	-	-	-	0%
	SUBTOTAL - Local Revenue	**27,989**	**73,148**	**15,001**	**(58,147)**	**-79%**
Fundraising & Grants						
8802	Donations - Private	-	-	7,116	7,116	0%
8803	Fundraising	3,093	7,597	7,597	-	0%
	SUBTOTAL - Fundraising & Grants	**3,093**	**7,597**	**14,713**	**7,116**	**94%**
TOTAL REVENUE		**3,277,353**	**4,269,340**	**5,125,894**	**856,555**	**20%**
EXPENSES						
Certificated Salaries						
1100	TeacherSalaries	1,024,328	1,177,019	1,197,038	20,019	2%
1200	Cert Aid	33,507	116,219	101,640	(14,579)	-13%
1300	Cert Adminis	184,745	216,904	337,360	120,456	56%
1900	Other Admin	-	-	-	-	0%
	SUBTOTAL - Certificated Salaries	**1,242,580**	**1,510,142**	**1,636,038**	**125,896**	**8%**
Classified Salaries						
2100	Instructional Aides	99,576	148,373	267,402	119,029	80%
2200	Classified Support	42,377	40,258	44,928	4,670	12%
2300	Classified Admin	-	-	-	-	0%
2400	Clerical & Tech	99,637	124,717	219,754	95,037	76%
2900	OtherClassStaff	(23,844)	-	-	-	0%
	SUBTOTAL - Classified Salaries	**217,746**	**313,348**	**532,083**	**218,736**	**70%**
Employee Benefits						
3101	STRS-Certified	203,058	201,809	248,671	46,862	23%
3102	STRS-Classified	2,225	50,452	70,138	19,686	39%
3201	PERS-Cert	52	29,868	64,609	34,741	116%
3202	PERS-Classified	50,310	7,467	18,223	10,756	144%
3301	OASDI/Med-Cert	18,933	27,268	38,360	11,092	41%

3302	OASDI/Med-Class	17,560	6,817	10,820	4,003	59%
3401	HlthWelfareCert	191,204	145,794	209,635	63,840	44%
3402	HlthWelfareCert	-	36,449	59,128	22,679	62%
3501	UI-Certificated	6,850	2,646	3,113	467	18%
3502	UI-Classified	-	662	878	217	33%
3601	WorkersCmp-Cert	49,199	42,640	41,574	(1,066)	-3%
3602	WorkersCmp-Class	-	10,660	11,726	1,066	10%
3701	Other Retirement-Cert	-	-	-	-	0%
3901	OthBenes-Cert Prior Yr	(5,931)	-	-	-	0%
3902	OthBenes-Class	-	-	-	-	0%
	SUBTOTAL - Employee Benefits	**533,461**	**562,531**	**776,874**	**214,344**	**38%**
Books & Supplies						
4100	Text&CoreCurric	5,808	23,000	23,000	-	0%
4200	BooksOthRefMats	-	2,000	2,000	-	0%
4300	Materials and Supplies	650	-	21,585	21,585	0%
4310	Ins Mats & Sups	7,312	10,323	9,001	(1,322)	-13%
4315	OthrSupplies	-	500	1,000	500	100%
4320	Office Supplies	11,048	15,000	15,000	-	0%
4325	ProfDevMat&Sups	-	-	-	-	0%
4326	Arts&MusicSupps	737	2,500	2,500	-	0%
4335	PE Supplies	175	1,500	2,000	500	33%
4340	Educat Software	33,069	44,579	44,579	-	0%
4345	NonInstStdntSup	15,065	16,000	16,000	-	0%
4346	TeacherSupplies	2,539	6,000	6,000	-	0%
4350	Cust. Supplies	-	1,000	1,000	-	0%
4351	Yearbook	2,005	-	-	-	0%
4390	Uniforms	7,660	8,000	11,000	3,000	38%
4400	NonCapEquip-Gen	-	2,000	4,000	2,000	100%
4410	ClssrmFrnEqp<5k	-	1,000	1,000	-	0%
4430	OffceFurnEqp<5k	-	4,000	4,000	-	0%
4440	Computers <$5k	-		5,000	5,000	0%
4460	Cap Facility Proj	-	-	-		
4461	Fixed Asset Susp (Imp)	-	-	-	-	0%
4464	Equipment (Pre-Cap)	-	7,000	7,000	-	0%
4480	Fixed Asset Susp	-	-	-		
4710	Food	129	-	-	-	0%
4720	Food:Other Food	4,672	9,000	8,000	(1,000)	-11%
4990	Prior Year Adj (Mat'ls)	-	-	-	-	0%
4999	Misc Expenditure (Suspense)	7,873	-	-	-	0%

SUBTOTAL - Books and Supplies		**98,742**	**153,401**	**183,664**	**30,263**	**20%**
Services & Other Operating Expenses						
5100	CMO Fees	-	-	-	(2,408)	240798%
5101	CMO Fees	325,781	434,375	188,247	(246,128)	-57%
5200	Training	-	-	-		
5205	Conference Fees	-	1,500	1,500	-	0%
5210	MilesParkTolls	-	1,000	1,000	-	0%
5215	TravConferences	-	-	-	-	0%
5220	TraLodging	-	1,500	1,500	-	0%
5300	DuesMemberships	5,473	7,000	10,000	3,000	43%
5450	Other Insurance	34,446	41,010	41,010	-	0%
5500	OpsHousekeeping	-	1,000	1,000	-	0%
5510	Gas & Electric	-	-	-	-	0%
5610	Rent & Leases	202,458	220,863	191,894	(28,969)	-13%
5620	EquipmentLeases	2,554	5,000	5,000	-	0%
5630	Reps&MaintBldng	606	1,000	1,000	-	0%
5800	ProfessServices	11,055	69,314	147,442	78,127	113%
5810	Legal	1,352	20,000	20,000	-	0%
5813	SchPrgAftSchool	2,664	5,250	5,250	-	0%
5814	SchPrgAcadComps	-	-	-	-	0%
5819	SchlProgs-Other	35,545	41,627	57,817	16,190	39%
5820	Audit & CPA	7,755	9,000	9,000	-	0%
5825	DMSBusinessSvcs	-	-	-	-	0%
5835	Field Trips	21,132	19,000	19,000	-	0%
5836	FieldTrip Trans	-	-	-	-	0%
5840	MarkngStdtRecrt	13,831	15,000	40,000	25,000	167%
5850	Oversight Fees	-	29,337	33,708	4,371	15%
5857	Payroll Fees	12,889	15,000	15,000	-	0%
5860	Service Fees	796	1,000	1,000	-	0%
5861	Prior Year Services	-	-	-	-	0%
5863	Prof Developmnt	6,440	5,000	11,837	6,837	137%
5864	Prof Dev-Other	8,000	15,000	15,000	-	0%
5865	Professional Development LLM	-	-	-	-	0%
5869	SpEd Ctrct Inst	77,189	41,759	127,169	85,410	205%
5870	Livescan	495	750	750	-	0%
5872	SPED Fees (incl Encroachment)	-	-	-	-	0%
5875	Staff Recruiting	-	-	-	-	0%
5884	Substitutes	60,485	70,000	50,000	(20,000)	-29%
5890	OthSvcsNon-Inst	-	-	-	-	0%

5900	Communications	186	1,000	1,000	-	0%
5910	Communications 2	-	-	-	-	0%
5920	TelecomInternet	15,665	20,000	20,000	-	0%
5930	PostageDelivery	1,328	2,500	2,500	-	0%
5940	Technology	15,728	17,813	17,813	-	0%
5990	Prior Year Adj (Services)	-	-	-	-	0%
	SUBTOTAL - Services & Other Operating Exp.	**863,851**	**1,112,598**	**1,036,437**	**(78,569)**	**-7%**
Capital Outlay & Depreciation						
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	0%
6400	EquipFixed	-	-	-	-	0%
6900	Depreciation	57,292	56,886	56,886	-	0%
	SUBTOTAL - Capital Outlay & Depreciation	**57,292**	**56,886**	**56,886**	**-**	**0%**
Other Outflows						
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	0%
7310	Indirect Costs	-	-	-	-	0%
7438	InterestExpense	-	-	-	-	0%
	SUBTOTAL - Other Outflows	**-**	**-**	**-**	**-**	**0%**
TOTAL EXPENSES		**3,013,672**	**3,708,906**	**4,221,983**	**510,669**	**14%**

Monthly Update - Monthly Cash Flow (Projections) 2022-23

MSA-5	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals
	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET
BEGINNING CASH	2,873,394	2,719,628	2,648,604	2,738,627	2,575,712	2,516,033	2,923,548	2,845,297	2,896,998	2,994,996	2,945,885	2,940,570	3,263,345
Revenue													
LCFF Entitlement	145,702	207,584	354,691	207,584	207,584	354,691	207,584	207,584	383,831	236,724	236,724	383,831	236,724
Federal Revenue	-	-	-	-	103,237	-	-	103,237	-	-	-	-	206,473
Other State Revenues	13,635	13,635	119,466	13,635	13,635	436,958	98,300	125,015	98,300	98,300	116,540	98,300	66,677
Other Local Revenues	1,543	1,543	2,254	2,254	2,254	2,254	2,254	2,254	2,254	2,254	2,254	2,254	4,085
Total Revenue	160,880	222,762	476,411	223,473	326,710	793,903	308,138	438,089	484,385	337,278	355,518	484,385	513,959
Expenditures													
Certificated Salaries	108,631	98,242	155,384	155,384	155,384	155,384	155,384	155,384	155,384	155,384	142,657	43,438	-
Classified Salaries	32,989	28,732	52,144	52,144	52,144	52,144	52,144	52,144	52,144	52,144	46,930	6,279	-
Benefits	48,166	41,951	76,134	76,134	76,134	76,134	76,134	76,134	76,134	76,134	68,520	9,167	-
Books and Supplies	33,749	33,749	11,617	11,617	11,617	11,617	11,617	11,617	11,617	11,617	11,617	11,617	-
Services and Operating Exp.	86,370	86,370	86,370	86,370	86,370	86,370	86,370	86,370	86,370	86,370	86,370	86,370	-
Depreciation & Cap Outlay	4,740	4,740	4,740	4,740	4,740	4,740	4,740	4,740	4,740	4,740	4,740	4,740	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures	314,646	293,785	386,388	386,388	386,388	386,388	386,388	386,388	386,388	386,388	360,834	161,610	-
Total Change in Cash	(153,766)	(71,024)	90,023	(162,915)	(59,679)	407,515	(78,251)	51,701	97,997	(49,110)	(5,315)	322,775	513,959
ENDING CASH	2,719,628	2,648,604	2,738,627	2,575,712	2,516,033	2,923,548	2,845,297	2,896,998	2,994,996	2,945,885	2,940,570	3,263,345	3,777,305

2022-23 July Budget	2021-22		2022-23		
MSA-6	**Actual YTD**	**2021-22 Estimated Actuals**	**Proposed 2022-23 July Budget**	**Variance From Prior Year**	**Variance as %**
SUMMARY					
Revenue					
LCFF Entitlement	911,719.63	913,605.00	1,463,242	549,637	60%
Federal Revenue	373,068	730,777	156,071	(574,706)	-79%
Other State Revenues	248,298	163,764	453,219	287,329	113%
Other Local Revenues	8,808	101,059	100,901	1,965	18%
Total Revenue	**1,541,894**	**1,909,205**	**2,173,433**	**264,226**	**14%**
Expenditures					
Certificated Salaries	538,689	734,888	728,334	(6,554)	-1%
Classified Salaries	141,572	178,254	310,473	132,218	74%
Benefits	244,048	287,757	355,258	67,501	23%
Books and Supplies	53,296	59,961	94,800	34,839	58%
Services and Operating Exp.	454,099	534,733	559,297	24,563	5%
Depreciation & Cap Outlay	25,769	34,127	34,126	-	0%
Other Outflows	-		-	-	
Total Expenditures	**1,457,474**	**1,829,721**	**2,082,288**	**252,568**	**14%**
Net Revenues	**84,420**	**79,484**	**91,146**	**11,658**	
Fund Balance					
			-		
Beginning Balance (Audited)		2,410,544	2,490,028		
Net Revenues		79,484	91,146		
Ending Fund Balance		**2,490,028**	**2,581,174**		
Components of Fund Bal.					
Available For Econ. Uncert.			2,412,154	115.8% of Expenditures	
Restricted Balances (Est.)			148,452	7.1% of Expenditures	
Net Fixed Assets			20,572	1% of Expenditures	
Ending Fund Balance			**2,581,178**	**124.0% of Expenditures**	

REVENUE DETAIL

		Actual YTD	2021-22 Estimated Actuals	Proposed 2022-23 July Budget	Variance From Prior Year	Variance as %
LCFF Entitlement						
8011	State Aid	500,064	496,507	854,015	357,508	72%
8012	EPA Entitlement	177,334	176,101	252,790	76,689	44%
8019	Prior Year Adjustments	10,194	-	-	-	0%
8096	InLieuPropTaxes	224,128	240,997	356,437	115,440	48%
	SUBTOTAL - LCFF Entitlement	**911,720**	**913,605**	**1,463,242**	**549,637**	**60%**
Federal Revenue						
8181	SpEd - Revenue	20,070	30,952	16,870	(14,082)	-45%
8220	SchLunchFederal	-	-	-	-	0%
8290	All Other Federal Revenue	353,518	699,825	139,201	(560,624)	-80%
8295	Prior Year Adjustments (Fed Rev)	(521)	-	-	-	0%
	SUBTOTAL - Federal Revenue	**373,068**	**730,777**	**156,071**	**(574,706)**	**-79%**
Other State Revenue						
8311	SpEd Revenue	61,060			155	0%
8520	SchoolNutrState	-	-	-	-	0%
8550	MandCstReimburs	2,591	1,363	2,113	750	55%
8560	StateLotteryRev	21,023	26,220	26,266	46	0%
8590	AllOthStateRev	159,044	136,181	424,841	286,379	207%
8595	Prior Year Adjustments (Other State Rev)	4,581	-	-	-	0%
	SUBTOTAL - Other State Revenue	**248,298**	**163,764**	**453,219**	**287,329**	**113%**
Local Revenue						
8600	Other Local Rev	-	5,151	-	(5,151)	-100%
8634	StudentLunchFee	-	-	-	-	0%
8650	Leases &Rentals	-	-	-	-	0%
8660	Interest	-	-	-	-	0%
8677	Interagency Services	-	89,907	87,785	-	0%
8701	CMO Fee - MSA-1	-	-	-	-	0%
8702	CMO Fee - MSA-2	-	-	-	-	0%
8703	CMO Fee - MSA-3	-	-	-	-	0%
8704	CMO Fee - MSA-4	-	-	-	-	0%
8705	CMO Fee - MSA-5	-	-	-	-	0%
8706	CMO Fee - MSA-6	-	-	-	-	0%

8707	CMO Fee - MSA-7	-	-	-	-	0%
8708	CMO Fee - MSA-8	-	-	-	-	0%
8709	CMO Fee - MSA-SA	-	-	-	-	0%
8712	CMO Fee - MSA-SD	-	-	-	-	0%
8690	Prior Year Adj (Local1)	-	-	-	-	0%
8695	Prior Year Adj (Local2)	-	-	-	-	0%
8699	Other Revenue	4,883	2,000	2,000	-	0%
8999	Misc Revenue (Suspense)	617	-	-	-	0%
	SUBTOTAL - Local Revenue	**5,500**	**97,058**	**89,785**	**(5,151)**	**-72%**
Fundraising & Grants						
8802	Donations - Private	-	-	7,116	7,116	0%
8803	Fundraising	3,308	4,000	4,000	-	0%
	SUBTOTAL - Fundraising & Grants	**3,308**	**4,000**	**11,116**	**7,116**	**178%**
TOTAL REVENUE		**1,541,894**	**1,909,208**	**2,173,434**	**264,226**	**14%**
EXPENSES						
Certificated Salaries						
1100	TeacherSalaries	437,159	469,156	505,762	36,606	8%
1200	Cert Aid	4,806	6,732	11,528	4,796	71%
1300	Cert Adminis	96,725	209,500	211,044	1,544	1%
1900	Other Admin		49,500	-	(49,500)	-100%
	SUBTOTAL - Certificated Salaries	**538,689**	**734,888**	**728,334**	**42,946**	**6%**
Classified Salaries						
2100	Instructional Aides	66,738	55,801	66,001	10,200	18%
2200	Classified Support	9,107	48,025	89,210	41,185	86%
2300	Classified Admin	-	-	-	-	0%
2400	Clerical & Tech	64,287	74,428	155,262	80,834	109%
2900	OtherClassStaff	1,440	-	-	-	0%
	SUBTOTAL - Classified Salaries	**141,572**	**178,254**	**310,473**	**132,218**	**74%**
Employee Benefits						
3101	STRS-Certified	88,059	90,151	102,010	11,859	13%
3102	STRS-Classified	(115)	22,538	28,772	6,234	28%
3201	PERS-Cert	-	18,530	43,620	25,090	135%
3202	PERS-Classified	31,129	4,632	12,303	7,671	166%
3301	OASDI/Med-Cert	7,341	13,913	20,897	6,984	50%

3302	OASDI/Med-Class	10,819	3,478	5,894	2,416	69%
3401	HlthWelfareCert	91,644	90,992	94,155	3,162	3%
3402	HlthWelfareCert	-	22,748	26,556	3,808	17%
3501	UI-Certificated	2,653	1,227	1,412	185	15%
3502	UI-Classified	-	307	398	91	30%
3601	WorkersCmp-Cert	12,519	15,392	15,007	(385)	-3%
3602	WorkersCmp-Class	-	3,848	4,233	385	10%
3701	Other Retirement-Cert	-	-	-	-	0%
3901	OthBenes-Cert Prior Yr	-	-	-	-	0%
3902	OthBenes-Class	-	-	-	-	0%
	SUBTOTAL - Employee Benefits	**244,048**	**287,757**	**355,258**	**67,501**	**23%**
	Books & Supplies					
4100	Text&CoreCurric	4,244	5,000	10,000	5,000	100%
4200	BooksOthRefMats	-	-	-	-	0%
4300	Materials and Supplies	-	-	20,085	20,085	0%
4310	Ins Mats & Sups	410	2,696	3,000	304	11%
4315	OthrSupplies	-	-	-	-	0%
4320	Office Supplies	5,567	8,000	8,000	-	0%
4325	ProfDevMat&Sups	-	-	-	-	0%
4326	Arts&MusicSupps	102	1,300	1,300	-	0%
4335	PE Supplies	-	1,000	3,250	2,250	225%
4340	Educat Software	23,162	25,465	27,665	2,200	9%
4345	NonInstStdntSup	13,623	2,500	5,000	2,500	100%
4346	TeacherSupplies	896	5,000	5,000	-	0%
4350	Cust. Supplies	-	1,000	-	(1,000)	-100%
4351	Yearbook	1,536	-	2,000	2,000	0%
4390	Uniforms	2,254	2,500	4,000	1,500	60%
4400	NonCapEquip-Gen	-	2,000	2,000	-	0%
4410	ClssrmFrnEqp<5k	-	-	-	-	0%
4430	OffceFurnEqp<5k	-	500	500	-	0%
4440	Computers <$5k	-	-	-	-	0%
4460	Cap Facility Proj	-	-	-		
4461	Fixed Asset Susp (Imp)	-	-	-	-	0%
4464	Equipment (Pre-Cap)	-	-	-	-	0%
4480	Fixed Asset Susp	-	-	-		
4710	Food	-	1,000	1,000	-	0%
4720	Food:Other Food	991	2,000	2,000	-	0%
4990	Prior Year Adj (Mat'ls)	-	-	-	-	0%
4999	Misc Expenditure (Suspense)	511	-	-	-	0%

SUBTOTAL - Books and Supplies		53,296	59,961	94,800	34,839	58%
Services & Other Operating Expenses						
5100	CMO Fees	-	-	-	(2,408)	240798%
5101	CMO Fees	28,236	37,648	43,924	6,276	17%
5200	Training	-	-	-		
5205	Conference Fees	-	500	500	-	0%
5210	MilesParkTolls	110	500	500	-	0%
5215	TravConferences	-	-	-	-	0%
5220	TraLodging	-	500	500	-	0%
5300	DuesMemberships	2,444	2,500	2,500	-	0%
5450	Other Insurance	19,327	20,785	20,785	-	0%
5500	OpsHousekeeping	14,402	20,000	20,000	-	0%
5510	Gas & Electric	552	500	500	-	0%
5610	Rent & Leases	164,144	183,217	72,566	(110,651)	-60%
5620	EquipmentLeases	4,781	7,200	7,200	-	0%
5630	Reps&MaintBldng	3,283	4,500	4,500	-	0%
5800	ProfessServices	37,916	44,320	130,658	86,338	195%
5810	Legal	3,873	5,000	5,000	-	0%
5813	SchPrgAftSchool	-	-	-	-	0%
5814	SchPrgAcadComps	-	-	-	-	0%
5819	SchlProgs-Other	3,797	2,000	2,000	-	0%
5820	Audit & CPA	7,755	9,000	9,000	-	0%
5825	DMSBusinessSvcs	-	-	-	-	0%
5835	Field Trips	1,470	-	1,500	1,500	0%
5836	FieldTrip Trans	81,829	90,000	104,000	14,000	16%
5840	MarkngStdtRecrt	8,524	8,000	13,000	5,000	63%
5850	Oversight Fees	8,456	9,377	14,632	5,255	56%
5857	Payroll Fees	8,606	9,000	9,000	-	0%
5860	Service Fees	836	1,500	1,500	-	0%
5861	Prior Year Services	-	-	-	-	0%
5863	Prof Developmnt	1,477	1,000	10,000	9,000	900%
5864	Prof Dev-Other	7,500	10,000	10,000	-	0%
5865	Professional Development LLM	-	-	-	-	0%
5869	SpEd Ctrct Inst	13,166	27,000	31,968	4,968	18%
5870	Livescan	326	300	300	-	0%
5872	SPED Fees (incl Encroachment)	15,404	12,072	14,950	2,878	24%
5875	Staff Recruiting	-	-	-	-	0%
5884	Substitutes	3,883	5,000	5,000	-	0%
5890	OthSvcsNon-Inst	-	-	-	-	0%

5900	Communications	163	500	500	-	0%
5910	Communications 2	-	-	-	-	0%
5920	TelecomInternet	3,705	6,000	6,000	-	0%
5930	PostageDelivery	-	3,000	3,000	-	0%
5940	Technology	8,137	13,813	13,813	-	0%
5990	Prior Year Adj (Services)	-	-	-	-	0%
	SUBTOTAL - Services & Other Operating Exp.	**454,099**	**534,733**	**559,297**	**22,155**	**4%**
Capital Outlay & Depreciation						
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	0%
6400	EquipFixed	-	-	-	-	0%
6900	Depreciation	25,769	34,126	34,126	-	0%
	SUBTOTAL - Capital Outlay & Depreciation	**25,769**	**34,126**	**34,126**	**-**	**0%**
Other Outflows						
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	0%
7310	Indirect Costs	-	-	-	-	0%
7438	InterestExpense	-	-	-	-	0%
	SUBTOTAL - Other Outflows	**-**	**-**	**-**	**-**	**0%**
TOTAL EXPENSES		**1,457,474**	**1,829,720**	**2,082,288**	**299,660**	**16%**

Monthly Update - Monthly Cash Flow (Projections) 2022-23

MSA-6	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals
	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET
BEGINNING CASH	2,500,035	2,407,756	2,354,644	2,369,933	2,279,540	2,228,164	2,370,905	2,314,499	2,307,979	2,326,971	2,282,766	2,258,909	2,379,877
Revenue													
LCFF Entitlement	61,001	90,704	153,902	90,704	90,704	153,902	90,704	90,704	166,102	102,904	102,904	166,102	102,904
Federal Revenue	-	-	-	-	39,018	-	-	39,018	-	-	-	-	78,036
Other State Revenues	6,270	6,270	48,754	6,270	6,270	176,207	40,258	51,126	40,258	40,258	49,013	40,258	29,793
Other Local Revenues	452	452	1,164	1,164	1,164	1,164	1,164	1,164	1,164	1,164	1,164	1,164	571
Total Revenue	67,724	97,427	203,820	98,138	137,156	331,272	132,126	182,012	207,523	144,326	153,081	207,523	211,304
Expenditures													
Certificated Salaries	49,659	45,521	68,281	68,281	68,281	68,281	68,281	68,281	68,281	68,281	63,212	23,691	-
Classified Salaries	19,249	16,766	30,426	30,426	30,426	30,426	30,426	30,426	30,426	30,426	27,384	3,664	-
Benefits	22,026	19,184	34,815	34,815	34,815	34,815	34,815	34,815	34,815	34,815	31,334	4,192	-
Books and Supplies	19,617	19,617	5,557	5,557	5,557	5,557	5,557	5,557	5,557	5,557	5,557	5,557	-
Services and Operating Exp.	46,608	46,608	46,608	46,608	46,608	46,608	46,608	46,608	46,608	46,608	46,608	46,608	-
Depreciation & Cap Outlay	2,844	2,844	2,844	2,844	2,844	2,844	2,844	2,844	2,844	2,844	2,844	2,844	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures	160,003	150,539	188,532	188,532	188,532	188,532	188,532	188,532	188,532	188,532	176,938	86,555	-
Total Change in Cash	(92,279)	(53,112)	15,288	(90,393)	(51,375)	142,741	(56,406)	(6,520)	18,992	(44,206)	(23,857)	120,968	211,304
ENDING CASH	2,407,756	2,354,644	2,369,933	2,279,540	2,228,164	2,370,905	2,314,499	2,307,979	2,326,971	2,282,766	2,258,909	2,379,877	2,591,181

2022-23 July Budget	2021-22		2022-23		
MSA-7	**Actual YTD**	**2021-22 Estimated Actuals**	**Proposed 2022-23 July Budget**	**Variance From Prior Year**	**Variance as %**
SUMMARY					
Revenue					
LCFF Entitlement	2,572,178.64	3,091,662.00	3,704,027	612,365	20%
Federal Revenue	316,294	689,799	425,155	(264,644)	-38%
Other State Revenues	896,353	688,662	1,543,780	876,526	99%
Other Local Revenues	18,989	246,448	244,172	(23,687)	-49%
Total Revenue	**3,803,815**	**4,716,571**	**5,917,134**	**1,200,560**	**25%**
Expenditures					
Certificated Salaries	1,157,641	1,548,399	1,573,552	25,152	2%
Classified Salaries	412,704	586,963	694,920	107,957	18%
Benefits	544,336	606,121	759,394	153,274	25%
Books and Supplies	117,788	118,090	168,740	50,650	43%
Services and Operating Exp.	1,497,455	1,625,888	2,394,869	768,981	47%
Depreciation & Cap Outlay	46,855	62,324	75,824	13,500	22%
Other Outflows	-		-	-	
Total Expenditures	**3,776,779**	**4,547,785**	**5,667,300**	**1,119,515**	**25%**
Net Revenues	**27,036**	**168,786**	**249,834**	**81,045**	
Fund Balance					
			-		
Beginning Balance (Audited)		2,499,146	2,667,932		
Net Revenues		168,786	249,834		
Ending Fund Balance		**2,667,932**	**2,917,766**		
Components of Fund Bal.					
Available For Econ. Uncert.			2,123,223	37.4% of Expenditures	
Restricted Balances (Est.)			225,996	3.9% of Expenditures	
Net Fixed Assets			568,549	10% of Expenditures	
Ending Fund Balance			**2,917,768**	**51.5% of Expenditures**	

REVENUE DETAIL

		Actual YTD	2021-22 Estimated Actuals	Proposed 2022-23 July Budget	Variance From Prior Year	Variance as %
LCFF Entitlement						
8011	State Aid	1,422,505	1,731,551	2,228,430	496,879	29%
8012	EPA Entitlement	381,917	554,694	584,505	29,811	5%
8019	Prior Year Adjustments	18,720	-	-	-	0%
8096	InLieuPropTaxes	749,037	805,417	891,092	85,675	11%
	SUBTOTAL - LCFF Entitlement	**2,572,179**	**3,091,662**	**3,704,027**	**612,365**	**20%**
Federal Revenue						
8181	SpEd - Revenue	67,105	69,951	54,343	(15,609)	-22%
8220	SchLunchFederal	-	-	-	-	0%
8290	All Other Federal Revenue	253,229	619,848	370,812	(249,036)	-40%
8295	Prior Year Adjustments (Fed Rev)	(4,040)	-	-	-	0%
	SUBTOTAL - Federal Revenue	**316,294**	**689,799**	**425,155**	**(264,644)**	**-38%**
Other State Revenue						
8311	SpEd Revenue	193,861			21,411	11%
8520	SchoolNutrState	-	-	-	-	0%
8550	MandCstReimburs	4,764	4,473	5,282	809	18%
8560	StateLotteryRev	38,454	59,258	65,664	6,406	11%
8590	AllOthStateRev	659,378	624,933	1,472,834	847,900	136%
8595	Prior Year Adjustments (Other State Rev)	(103)	-	-	-	0%
	SUBTOTAL - Other State Revenue	**896,353**	**688,663**	**1,543,780**	**876,526**	**99%**
Local Revenue						
8600	Other Local Rev	-	30,804	1	(30,803)	-100%
8634	StudentLunchFee	1,749	2,000	2,000	-	0%
8650	Leases &Rentals	-	-	-	-	0%
8660	Interest	-	-	-	-	0%
8677	Interagency Services	-	198,051	219,462	-	0%
8701	CMO Fee - MSA-1	-	-	-	-	0%
8702	CMO Fee - MSA-2	-	-	-	-	0%
8703	CMO Fee - MSA-3	-	-	-	-	0%
8704	CMO Fee - MSA-4	-	-	-	-	0%
8705	CMO Fee - MSA-5	-	-	-	-	0%
8706	CMO Fee - MSA-6	-	-	-	-	0%
8707	CMO Fee - MSA-7	-	-	-	-	0%

8708	CMO Fee - MSA-8	-	-	-	-	0%
8709	CMO Fee - MSA-SA	-	-	-	-	0%
8712	CMO Fee - MSA-SD	-	-	-	-	0%
8690	Prior Year Adj (Local1)	-	-	-	-	0%
8695	Prior Year Adj (Local2)	-	-	-	-	0%
8699	Other Revenue	13,698	10,000	10,000	-	0%
8999	Misc Revenue (Suspense)	194	1,000	1,000	-	0%
	SUBTOTAL - Local Revenue	**15,640**	**241,855**	**232,463**	**(30,803)**	**-70%**
Fundraising & Grants						
8802	Donations - Private	-	-	7,116	7,116	0%
8803	Fundraising	3,348	4,593	4,593	-	0%
	SUBTOTAL - Fundraising & Grants	**3,348**	**4,593**	**11,709**	**7,116**	**155%**
TOTAL REVENUE		**3,803,815**	**4,716,573**	**5,917,133**	**1,200,560**	**25%**
EXPENSES						
Certificated Salaries						
1100	TeacherSalaries	1,022,588	1,162,893	1,258,922	96,028	8%
1200	Cert Aid	22,786	29,262	86,570	57,308	196%
1300	Cert Adminis	112,267	214,744	228,060	13,316	6%
1900	Other Admin		141,500	-	(141,500)	-100%
	SUBTOTAL - Certificated Salaries	**1,157,641**	**1,548,399**	**1,573,552**	**166,652**	**11%**
Classified Salaries						
2100	Instructional Aides	193,700	314,605	318,710	4,105	1%
2200	Classified Support	127,554	131,332	149,928	18,596	14%
2300	Classified Admin	-	-	-	-	0%
2400	Clerical & Tech	91,449	141,026	226,282	85,257	60%
2900	OtherClassStaff	-	-	-	-	0%
	SUBTOTAL - Classified Salaries	**412,704**	**586,963**	**694,920**	**107,957**	**18%**
Employee Benefits						
3101	STRS-Certified	190,777	183,288	218,944	35,656	19%
3102	STRS-Classified	602	45,822	61,753	15,931	35%
3201	PERS-Cert	-	75,239	113,740	38,500	51%
3202	PERS-Classified	86,738	18,810	32,080	13,271	71%
3301	OASDI/Med-Cert	17,125	40,831	50,918	10,087	25%
3302	OASDI/Med-Class	30,891	10,208	14,362	4,154	41%

3401	HlthWelfareCert	187,960	165,866	189,109	23,243	14%
3402	HlthWelfareCert	3,786	41,466	53,338	11,872	29%
3501	UI-Certificated	7,007	2,823	3,189	366	13%
3502	UI-Classified	-	706	900	194	27%
3601	WorkersCmp-Cert	19,443	16,849	16,428	(421)	-2%
3602	WorkersCmp-Class	-	4,212	4,633	421	10%
3701	Other Retirement-Cert	-	-	-	-	0%
3901	OthBenes-Cert Prior Yr	7	-	-	-	0%
3902	OthBenes-Class	-	-	-	-	0%
	SUBTOTAL - Employee Benefits	**544,336**	**606,121**	**759,394**	**153,274**	**25%**
Books & Supplies						
4100	Text&CoreCurric	14,933	17,000	10,000	(7,000)	-41%
4200	BooksOthRefMats	-	-	-	-	0%
4300	Materials and Supplies	-	-	20,085	20,085	0%
4310	Ins Mats & Sups	2,719	9,204	9,205	1	0%
4315	OthrSupplies	-	-	-	-	0%
4320	Office Supplies	9,877	8,000	10,000	2,000	25%
4325	ProfDevMat&Sups	-	-	-	-	0%
4326	Arts&MusicSupps	-	1,000	1,000	-	0%
4335	PE Supplies	1,281	2,000	3,000	1,000	50%
4340	Educat Software	35,121	30,432	29,135	(1,297)	-4%
4345	NonInstStdntSup	20,873	10,000	12,000	2,000	20%
4346	TeacherSupplies	-	-	-	-	0%
4350	Cust. Supplies	13,845	15,000	12,000	(3,000)	-20%
4351	Yearbook	30	-	-	-	0%
4390	Uniforms	6,583	7,139	9,000	1,861	26%
4400	NonCapEquip-Gen	1,468	2,000	33,000	31,000	1550%
4410	ClssrmFrnEqp<5k	-	-	-	-	0%
4430	OffceFurnEqp<5k	1,671	3,000	5,000	2,000	67%
4440	Computers <$5k	2,215	2,500	2,500	-	0%
4460	Cap Facility Proj	-	-	-		
4461	Fixed Asset Susp (Imp)	-	-	-	-	0%
4464	Equipment (Pre-Cap)	622	5,000	5,000	-	0%
4480	Fixed Asset Susp	-	-	-		
4710	Food	3,092	5,000	5,000	-	0%
4720	Food:Other Food	258	-	2,000	2,000	0%
4990	Prior Year Adj (Mat'ls)	-	-	-	-	0%
4999	Misc Expenditure (Suspense)	3,200	815	815	-	0%
	SUBTOTAL - Books and Supplies	**117,788**	**118,090**	**168,740**	**50,650**	**43%**

Services & Other Operating Expenses

5100	CMO Fees	-	-	-	(2,408)	240798%
5101	CMO Fees	264,020	352,027	627,490	275,463	78%
5200	Training	-	-	-		
5205	Conference Fees	-	1,000	1,000	-	0%
5210	MilesParkTolls	136	1,000	1,000	-	0%
5215	TravConferences	-	-	-	-	0%
5220	TraLodging	-	-	-	-	0%
5300	DuesMemberships	42,238	5,500	10,000	4,500	82%
5450	Other Insurance	45,804	49,621	57,500	7,879	16%
5500	OpsHousekeeping	10,808	67,440	37,000	(30,440)	-45%
5510	Gas & Electric	52,332	40,000	62,000	22,000	55%
5610	Rent & Leases	303,857	296,000	296,000	-	0%
5620	EquipmentLeases	5,611	9,000	9,000	-	0%
5630	Reps&MaintBldng	19,072	30,000	64,000	34,000	113%
5800	ProfessServices	88,631	123,023	268,974	145,951	119%
5810	Legal	572	10,000	10,000	-	0%
5813	SchPrgAftSchool	14,785	20,000	104,000	84,000	420%
5814	SchPrgAcadComps	-	-	-	-	0%
5819	SchlProgs-Other	208,083	203,483	406,089	202,606	100%
5820	Audit & CPA	7,755	9,000	9,000	-	0%
5825	DMSBusinessSvcs	-	-	-	-	0%
5835	Field Trips	2,081	3,000	3,000	-	0%
5836	FieldTrip Trans	(350)	-	-	-	0%
5840	MarkngStdtRecrt	8,869	9,000	25,000	16,000	178%
5850	Oversight Fees	28,587	30,410	37,040	6,631	22%
5857	Payroll Fees	15,108	15,000	15,000	-	0%
5860	Service Fees	805	4,000	4,000	-	0%
5861	Prior Year Services	-	-	-	-	0%
5863	Prof Developmnt	12,504	12,500	14,500	2,000	16%
5864	Prof Dev-Other	8,722	12,461	15,000	2,539	20%
5865	Professional Development LLM	-	-	-	-	0%
5869	SpEd Ctrct Inst	168,399	120,000	169,463	49,463	41%
5870	Livescan	497	500	500	-	0%
5872	SPED Fees (incl Encroachment)	51,470	39,610	51,000	11,390	29%
5875	Staff Recruiting	-	-	-	-	0%
5884	Substitutes	95,694	120,000	55,000	(65,000)	-54%
5890	OthSvcsNon-Inst	-	-	-	-	0%
5900	Communications	250	1,000	1,000	-	0%

5910	Communications 2	-	-	-	-	0%
5920	TelecomInternet	17,653	22,000	22,000	-	0%
5930	PostageDelivery	1,623	2,500	2,500	-	0%
5940	Technology	21,840	16,813	16,813	-	0%
5990	Prior Year Adj (Services)	-	-	-	-	0%
	SUBTOTAL - Services & Other Operating Exp.	**1,497,455**	**1,625,888**	**2,394,869**	**766,573**	**47%**
Capital Outlay & Depreciation						
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	0%
6400	EquipFixed	-	-	-	-	0%
6900	Depreciation	46,855	62,324	75,824	13,500	22%
	SUBTOTAL - Capital Outlay & Depreciation	**46,855**	**62,324**	**75,824**	**13,500**	**22%**
Other Outflows						
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	0%
7310	Indirect Costs	-	-	-	-	0%
7438	InterestExpense	-	-	-	-	0%
	SUBTOTAL - Other Outflows	**-**	**-**	**-**	**-**	**0%**
TOTAL EXPENSES		**3,776,779**	**4,547,785**	**5,667,300**	**1,258,607**	**28%**

Monthly Update - Monthly Cash Flow (Projections) 2022-23

MSA-7	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals
	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET
BEGINNING CASH	2,277,925	2,029,319	1,877,369	1,910,834	1,651,090	1,497,634	1,973,149	1,831,231	1,822,772	1,858,815	1,748,732	1,687,975	1,966,362
Revenue													
LCFF Entitlement	159,174	233,431	379,557	233,431	233,431	379,557	233,431	233,431	411,392	265,266	265,266	411,392	265,266
Federal Revenue	-	-	-	-	106,289	-	-	106,289	-	-	-	-	212,577
Other State Revenues	15,676	15,676	162,959	15,676	15,676	604,809	133,503	160,672	133,503	133,503	155,391	133,503	82,696
Other Local Revenues	1,161	1,161	1,873	2,073	2,073	2,073	2,073	2,073	2,073	2,073	2,073	3,073	856
Total Revenue	176,011	250,268	544,390	251,180	357,469	986,440	369,007	502,465	546,968	400,842	422,730	547,968	561,396
Expenditures													
Certificated Salaries	102,425	91,662	150,863	150,863	150,863	150,863	150,863	150,863	150,863	150,863	137,677	34,882	-
Classified Salaries	43,085	37,526	68,102	68,102	68,102	68,102	68,102	68,102	68,102	68,102	61,292	8,200	-
Benefits	47,082	41,007	74,421	74,421	74,421	74,421	74,421	74,421	74,421	74,421	66,979	8,961	-
Books and Supplies	26,133	26,133	11,648	11,648	11,648	11,648	11,648	11,648	11,648	11,648	11,648	11,648	-
Services and Operating Exp.	199,572	199,572	199,572	199,572	199,572	199,572	199,572	199,572	199,572	199,572	199,572	199,572	-
Depreciation & Cap Outlay	6,319	6,319	6,319	6,319	6,319	6,319	6,319	6,319	6,319	6,319	6,319	6,319	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures	424,617	402,218	510,925	510,925	510,925	510,925	510,925	510,925	510,925	510,925	483,487	269,581	-
Total Change in Cash	(248,606)	(151,950)	33,465	(259,745)	(153,456)	475,515	(141,918)	(8,459)	36,043	(110,083)	(60,757)	278,386	561,396
ENDING CASH	2,029,319	1,877,369	1,910,834	1,651,090	1,497,634	1,973,149	1,831,231	1,822,772	1,858,815	1,748,732	1,687,975	1,966,362	2,527,758

2022-23 July Budget	2021-22		2022-23		
MSA-8	Actual YTD	2021-22 Estimated Actuals	Proposed 2022-23 July Budget	Variance From Prior Year	Variance as %
SUMMARY					
Revenue					
LCFF Entitlement	3,559,440.91	4,228,593.00	4,811,516	582,923	14%
Federal Revenue	694,690	1,293,828	651,352	(642,476)	-50%
Other State Revenues	876,171	654,014	1,341,964	709,170	77%
Other Local Revenues	10,388	420,688	312,976	(128,934)	-86%
Total Revenue	**5,140,690**	**6,597,123**	**7,117,808**	**520,682**	**8%**
Expenditures					
Certificated Salaries	1,776,626	2,377,123	2,612,978	235,855	10%
Classified Salaries	644,959	749,829	836,968	87,139	12%
Benefits	855,142	939,853	1,203,208	263,355	28%
Books and Supplies	172,526	336,159	395,245	59,086	18%
Services and Operating Exp.	1,277,081	1,770,746	1,866,585	95,839	5%
Depreciation & Cap Outlay	107,069	142,101	142,101	-	0%
Other Outflows	-		-	-	
Total Expenditures	**4,833,402**	**6,315,812**	**7,057,085**	**741,273**	**12%**
Net Revenues	**307,287**	**281,311**	**60,723**	**(220,591)**	
Fund Balance					
			-		
Beginning Balance (Audited)		6,112,819	6,394,130		
Net Revenues		281,311	60,723		
Ending Fund Balance		**6,394,130**	**6,454,853**		
Components of Fund Bal.					
Available For Econ. Uncert.			5,493,900	88.4% of Expenditures	
Restricted Balances (Est.)			522,602	2.1% of Expenditures	
Net Fixed Assets			438,351	0.9% of Expenditures	
Ending Fund Balance			**6,454,853**	**91.5% of Expenditures**	

REVENUE DETAIL

		Actual YTD	2021-22 Estimated Actuals	Proposed 2022-23 July Budget	Variance From Prior Year	Variance as %
LCFF Entitlement						
8011	State Aid	1,914,412	2,238,276	2,775,060	536,784	24%
8012	EPA Entitlement	605,839	872,863	848,333	(24,530)	-3%
8019	Prior Year Adjustments	(43)	-	-	-	0%
8096	InLieuPropTaxes	1,039,233	1,117,454	1,188,123	70,669	6%
	SUBTOTAL - LCFF Entitlement	**3,559,441**	**4,228,593**	**4,811,516**	**582,923**	**14%**
Federal Revenue						
8181	SpEd - Revenue	93,086	95,856	78,019	(17,838)	-19%
8220	SchLunchFederal	-	-	-	-	0%
8290	All Other Federal Revenue	610,131	1,197,971	573,333	(624,638)	-52%
8295	Prior Year Adjustments (Fed Rev)	(8,527)	-	-	-	0%
	SUBTOTAL - Federal Revenue	**694,690**	**1,293,828**	**651,352**	**(642,476)**	**-50%**
Other State Revenue						
8311	SpEd Revenue	273,513			21,222	8%
8520	SchoolNutrState	-	-	-	-	0%
8550	MandCstReimburs	7,942	6,129	7,043	913	15%
8560	StateLotteryRev	64,134	81,202	87,552	6,350	8%
8590	AllOthStateRev	530,756	566,683	1,247,369	680,685	120%
8595	Prior Year Adjustments (Other State Rev)	(174)	-	-	-	0%
	SUBTOTAL - Other State Revenue	**876,171**	**654,014**	**1,341,964**	**709,170**	**77%**
Local Revenue						
8600	Other Local Rev	-	136,051	1	(136,050)	-100%
8634	StudentLunchFee	-	-	-	-	0%
8650	Leases &Rentals	-	-	-	-	0%
8660	Interest	6,746	3,500	3,500	-	0%
8677	Interagency Services	273,513	271,394	292,616	-	0%
8701	CMO Fee - MSA-1	-	-	-	-	0%
8702	CMO Fee - MSA-2	-	-	-	-	0%
8703	CMO Fee - MSA-3	-	-	-	-	0%
8704	CMO Fee - MSA-4	-	-	-	-	0%
8705	CMO Fee - MSA-5	-	-	-	-	0%
8706	CMO Fee - MSA-6	-	-	-	-	0%

8707	CMO Fee - MSA-7	-	-	-	-	0%
8708	CMO Fee - MSA-8	-	-	-	-	0%
8709	CMO Fee - MSA-SA	-	-	-	-	0%
8712	CMO Fee - MSA-SD	-	-	-	-	0%
8690	Prior Year Adj (Local1)	-	-	-	-	0%
8695	Prior Year Adj (Local2)	-	-	-	-	0%
8699	Other Revenue	2,617	3,250	3,250	-	0%
8999	Misc Revenue (Suspense)	26	-	-	-	0%
	SUBTOTAL - Local Revenue	**9,388**	**414,195**	**299,367**	**(136,050)**	**-95%**
Fundraising & Grants						
8802	Donations - Private	1,000	-	7,116	7,116	0%
8803	Fundraising	-	6,494	6,494	-	0%
	SUBTOTAL - Fundraising & Grants	**1,000**	**6,494**	**13,610**	**7,116**	**110%**
TOTAL REVENUE		**5,140,690**	**6,597,125**	**7,117,808**	**520,682**	**8%**
EXPENSES						
Certificated Salaries						
1100	TeacherSalaries	1,377,174	1,662,137	1,941,202	279,065	17%
1200	Cert Aid	51,493	117,190	221,584	104,394	89%
1300	Cert Adminis	347,959	399,296	450,192	50,896	13%
1900	Other Admin		198,500	-	(198,500)	-100%
	SUBTOTAL - Certificated Salaries	**1,776,626**	**2,377,123**	**2,612,978**	**434,355**	**18%**
Classified Salaries						
2100	Instructional Aides	193,214	253,610	273,329	19,719	8%
2200	Classified Support	237,928	256,306	333,525	77,219	30%
2300	Classified Admin	1,564	-	-	-	0%
2400	Clerical & Tech	206,105	239,913	230,114	(9,799)	-4%
2900	OtherClassStaff	6,148	-	-	-	0%
	SUBTOTAL - Classified Salaries	**644,959**	**749,829**	**836,968**	**87,139**	**12%**
Employee Benefits						
3101	STRS-Certified	285,723	294,665	371,198	76,533	26%
3102	STRS-Classified	14,020	73,666	104,697	31,031	42%
3201	PERS-Cert	7,953	75,722	146,936	71,214	94%
3202	PERS-Classified	115,081	18,930	41,443	22,513	119%
3301	OASDI/Med-Cert	28,114	50,537	72,487	21,950	43%

3302	OASDI/Med-Class	43,481	12,634	20,445	7,811	62%
3401	HlthWelfareCert	320,722	302,665	319,291	16,626	5%
3402	HlthWelfareCert	-	75,666	90,056	14,390	19%
3501	UI-Certificated	11,126	4,144	5,045	901	22%
3502	UI-Classified	19	1,036	1,423	387	37%
3601	WorkersCmp-Cert	27,868	24,150	23,546	(604)	-3%
3602	WorkersCmp-Class	-	6,037	6,641	604	10%
3701	Other Retirement-Cert	-	-	-	-	0%
3901	OthBenes-Cert Prior Yr	5	-	-	-	0%
3902	OthBenes-Class	1,028	-	-	-	0%
	SUBTOTAL - Employee Benefits	**855,142**	**939,853**	**1,203,208**	**263,355**	**28%**
Books & Supplies						
4100	Text&CoreCurric	2,338	5,000	5,000	-	0%
4200	BooksOthRefMats	509	5,000	5,000	-	0%
4300	Materials and Supplies	-	-	20,085	20,085	0%
4310	Ins Mats & Sups	22,921	20,150	20,151	1	0%
4315	OthrSupplies	-	-	-	-	0%
4320	Office Supplies	12,653	7,500	12,000	4,500	60%
4325	ProfDevMat&Sups	-	-	-	-	0%
4326	Arts&MusicSupps	4,132	5,000	5,000	-	0%
4335	PE Supplies	-	1,500	1,500	-	0%
4340	Educat Software	84,830	104,495	83,495	(21,000)	-20%
4345	NonInstStdntSup	26,350	15,000	20,000	5,000	33%
4346	TeacherSupplies	-	-	-	-	0%
4350	Cust. Supplies	655	10,000	5,000	(5,000)	-50%
4351	Yearbook	-	-	-	-	0%
4390	Uniforms	6,632	10,514	10,514	-	0%
4400	NonCapEquip-Gen	1,966	7,500	78,000	70,500	940%
4410	ClssrmFrnEqp<5k	-	-	-	-	0%
4430	OffceFurnEqp<5k	1,747	2,500	2,500	-	0%
4440	Computers <$5k	(36,079)	8,000	15,000	7,000	88%
4460	Cap Facility Proj	-	-	-		
4461	Fixed Asset Susp (Imp)	-	-	-	-	0%
4464	Equipment (Pre-Cap)	159	10,000	10,000	-	0%
4480	Fixed Asset Susp	-	-	-		
4710	Food	30,094	124,000	94,000	(30,000)	-24%
4720	Food:Other Food	7,587	-	8,000	8,000	0%
4990	Prior Year Adj (Mat'ls)	-	-	-	-	0%
4999	Misc Expenditure (Suspense)	6,032	-	-	-	0%

SUBTOTAL - Books and Supplies		172,526	336,159	395,245	59,086	18%
Services & Other Operating Expenses						
5100	CMO Fees	-	-	-	(2,408)	240798%
5101	CMO Fees	572,044	762,726	721,613	(41,113)	-5%
5200	Training	-	-	-		
5205	Conference Fees	-	2,500	2,500	-	0%
5210	MilesParkTolls	-	2,500	2,500	-	0%
5215	TravConferences	-	-	-	-	0%
5220	TraLodging	-	5,000	5,000	-	0%
5300	DuesMemberships	5,506	11,000	11,000	-	0%
5450	Other Insurance	52,688	57,082	57,082	-	0%
5500	OpsHousekeeping	3,961	5,000	5,000	-	0%
5510	Gas & Electric	-	-	-	-	0%
5610	Rent & Leases	203,473	385,000	390,000	5,000	1%
5620	EquipmentLeases	8,301	12,000	12,000	-	0%
5630	Reps&MaintBldng	4,150	8,000	8,000	-	0%
5800	ProfessServices	3,452	83,429	155,894	72,464	87%
5810	Legal	78	20,000	10,000	(10,000)	-50%
5813	SchPrgAftSchool	-	-	21,300	21,300	0%
5814	SchPrgAcadComps	2,279	5,000	5,000	-	0%
5819	SchlProgs-Other	-	-	18,500	18,500	0%
5820	Audit & CPA	7,755	9,000	9,000	-	0%
5825	DMSBusinessSvcs	-	-	-	-	0%
5835	Field Trips	16,900	15,000	10,000	(5,000)	-33%
5836	FieldTrip Trans	-	-	-	-	0%
5840	MarkngStdtRecrt	7,837	10,000	10,000	-	0%
5850	Oversight Fees	38,006	40,649	48,115	7,466	18%
5857	Payroll Fees	19,132	20,000	20,000	-	0%
5860	Service Fees	1,212	-	-	-	0%
5861	Prior Year Services	-	-	-	-	0%
5863	Prof Developmnt	20,132	14,500	14,500	-	0%
5864	Prof Dev-Other	20,000	31,768	31,768	-	0%
5865	Professional Development LLM	-	-	-	-	0%
5869	SpEd Ctrct Inst	50,825	45,000	86,500	41,500	92%
5870	Livescan	332	500	500	-	0%
5872	SPED Fees (incl Encroachment)	71,414	54,279	70,000	15,721	29%
5875	Staff Recruiting	-	-	-	-	0%
5884	Substitutes	72,333	60,000	60,000	0	0%
5890	OthSvcsNon-Inst	-	-	-	-	0%

5900	Communications	-	5,000	5,000	-	0%
5910	Communications 2	-	-	-	-	0%
5920	TelecomInternet	76,994	80,000	50,000	(30,000)	-38%
5930	PostageDelivery	3,858	7,000	7,000	-	0%
5940	Technology	14,419	18,813	18,813	-	0%
5990	Prior Year Adj (Services)	-	-	-	-	0%
	SUBTOTAL - Services & Other Operating Exp.	**1,277,081**	**1,770,746**	**1,866,585**	**93,431**	**5%**
Capital Outlay & Depreciation						
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	0%
6400	EquipFixed	-	-	-	-	0%
6900	Depreciation	107,069	142,101	142,101	-	0%
	SUBTOTAL - Capital Outlay & Depreciation	**107,069**	**142,101**	**142,101**	**-**	**0%**
Other Outflows						
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	0%
7310	Indirect Costs	-	-	-	-	0%
7438	InterestExpense	-	-	-	-	0%
	SUBTOTAL - Other Outflows	**-**	**-**	**-**	**-**	**0%**
TOTAL EXPENSES		**4,833,402**	**6,315,812**	**7,057,085**	**937,365**	**15%**

Monthly Update - Monthly Cash Flow (Projections) 2022-23

MSA-8	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET
BEGINNING CASH	4,450,081	4,148,136	3,979,117	3,990,746	3,665,554	3,503,200	3,889,040	3,663,638	3,637,300	3,663,625	3,477,867	3,362,482	3,751,102
Revenue													
LCFF Entitlement	198,219	297,229	509,312	297,229	297,229	509,312	297,229	297,229	548,956	336,873	336,873	548,956	336,873
Federal Revenue	-	-	-	-	162,838	-	-	162,838	-	-	-	-	325,676
Other State Revenues	20,901	20,901	145,638	20,901	20,901	519,849	120,691	156,917	120,691	120,691	149,875	120,691	95,934
Other Local Revenues	735	1,026	1,738	1,738	1,738	1,738	1,738	1,738	1,738	1,738	1,738	1,738	1,219
Total Revenue	219,854	319,156	656,688	319,868	482,706	1,030,899	419,657	618,722	671,384	459,301	488,485	671,384	759,701
Expenditures													
Certificated Salaries	171,609	154,306	249,469	249,469	249,469	249,469	249,469	249,469	249,469	249,469	228,274	63,037	-
Classified Salaries	51,892	45,196	82,023	82,023	82,023	82,023	82,023	82,023	82,023	82,023	73,821	9,876	-
Benefits	74,599	64,973	117,914	117,914	117,914	117,914	117,914	117,914	117,914	117,914	106,123	14,198	-
Books and Supplies	56,309	56,309	28,263	28,263	28,263	28,263	28,263	28,263	28,263	28,263	28,263	28,263	-
Services and Operating Exp.	155,549	155,549	155,549	155,549	155,549	155,549	155,549	155,549	155,549	155,549	155,549	155,549	-
Depreciation & Cap Outlay	11,842	11,842	11,842	11,842	11,842	11,842	11,842	11,842	11,842	11,842	11,842	11,842	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures	521,799	488,175	645,059	645,059	645,059	645,059	645,059	645,059	645,059	645,059	603,870	282,764	-
Total Change in Cash	(301,945)	(169,019)	11,629	(325,192)	(162,354)	385,839	(225,402)	(26,338)	26,325	(185,758)	(115,385)	388,620	759,701
ENDING CASH	4,148,136	3,979,117	3,990,746	3,665,554	3,503,200	3,889,040	3,663,638	3,637,300	3,663,625	3,477,867	3,362,482	3,751,102	4,510,803

2022-23 July Budget	2021-22		2022-23		
MSA-SA	**Actual YTD**	**2021-22 Estimated Actuals**	**Proposed 2022-23 July Budget**	**Variance From Prior Year**	**Variance as %**
SUMMARY					
Revenue					
LCFF Entitlement	5,475,680.00	6,112,025.00	6,799,489	687,464	11%
Federal Revenue	1,313,202	2,098,685	1,451,372	(647,313)	-31%
Other State Revenues	1,226,037	1,166,125	2,399,124	1,232,999	106%
Other Local Revenues	68,524	58,804	64,174	5,370	9%
Total Revenue	**8,083,443**	**9,435,639**	**10,714,159**	**1,278,520**	**14%**
Expenditures					
Certificated Salaries	2,693,643	3,446,273	3,721,580	275,307	8%
Classified Salaries	665,465	845,441	975,998	130,557	15%
Benefits	1,256,360	1,409,384	1,621,252	211,868	15%
Books and Supplies	321,404	401,149	318,285	(82,865)	-21%
Services and Operating Exp.	1,590,411	1,960,999	2,576,875	615,877	31%
Depreciation & Cap Outlay	587,415	784,951	808,951	24,000	3%
Other Outflows	521,549	558,517	538,517	(20,000)	-4%
Total Expenditures	**7,636,247**	**9,406,715**	**10,561,459**	**1,154,743**	**12%**
Net Revenues	**447,196**	**28,923**	**152,700**	**123,777**	

Fund Balance					
			-		
Beginning Balance (Audited)		9,109,585	9,138,508		
Net Revenues		28,923	152,700		
Ending Fund Balance		**9,138,508**	**9,291,209**		
Components of Fund Bal.					
Available For Econ. Uncert.			3,536,435	33.5% of Expenditures	
Restricted Balances (Est.)			250,000	2.4% of Expenditures	
Net Fixed Assets			5,504,774	52.1% of Expenditures	
Ending Fund Balance			**9,291,209**	**88.0% of Expenditures**	

REVENUE DETAIL

		Actual YTD	2021-22 Estimated Actuals	Proposed 2022-23 July Budget	Variance From Prior Year	Variance as %
LCFF Entitlement						
8011	State Aid	5,402,654	5,978,449	6,664,157	685,708	11%
8012	EPA Entitlement	73,026	98,940	99,840	900	1%
8019	Prior Year Adjustments	-	-	-	-	0%
8096	InLieuPropTaxes	-	34,636	35,492	856	2%
	SUBTOTAL - LCFF Entitlement	**5,475,680**	**6,112,025**	**6,799,489**	**687,464**	**11%**
Federal Revenue						
8181	SpEd - Revenue	-	58,610	60,528	1,918	3%
8220	SchLunchFederal	-	-	-	-	0%
8290	All Other Federal Revenue	1,324,579	2,040,075	1,390,844	(649,231)	-32%
8295	Prior Year Adjustments (Fed Rev)	(11,377)	-	-	-	0%
	SUBTOTAL - Federal Revenue	**1,313,202**	**2,098,685**	**1,451,372**	**(647,313)**	**-31%**
Other State Revenue						
8311	SpEd Revenue	308,417	365,161	397,064	31,903	9%
8520	SchoolNutrState	-	-	-	-	0%
8550	MandCstReimburs	13,023	13,127	14,827	1,700	13%
8560	StateLotteryRev	73,181	110,211	113,818	3,607	3%
8590	AllOthStateRev	831,415	677,627	1,873,416	1,195,789	176%
8595	Prior Year Adjustments (Other State Rev)	-	-	-	-	0%
	SUBTOTAL - Other State Revenue	**1,226,037**	**1,166,125**	**2,399,124**	**1,232,999**	**106%**
Local Revenue						
8600	Other Local Rev	-	33,381	1	(33,380)	-100%
8634	StudentLunchFee	-	-	-	-	0%
8650	Leases &Rentals	-	-	-	-	0%
8660	Interest	3,219	-	3,000	3,000	0%
8698	OthRev-Suspense	-	-	-	-	0%
8701	CMO Fee - MSA-1	-	-	-	-	0%
8702	CMO Fee - MSA-2	-	-	-	-	0%
8703	CMO Fee - MSA-3	-	-	-	-	0%
8704	CMO Fee - MSA-4	-	-	-	-	0%
8705	CMO Fee - MSA-5	-	-	-	-	0%
8706	CMO Fee - MSA-6	-	-	-	-	0%
8707	CMO Fee - MSA-7	-	-	-	-	0%

8708	CMO Fee - MSA-8	-	-	-	-	0%
8709	CMO Fee - MSA-SA	-	-	-	-	0%
8712	CMO Fee - MSA-SD	-	-	-	-	0%
8690	Prior Year Adj (Local1)	-	-	-	-	0%
8695	Prior Year Adj (Local2)	-	-	-	-	0%
8699	Other Revenue	4,838	-	10,000	10,000	0%
8999	Misc Revenue (Suspense)	532	-	-	-	0%
	SUBTOTAL - Local Revenue	**8,589**	**33,381**	**13,001**	**(20,380)**	**-61%**
Fundraising & Grants						
8802	Donations - Private	23,514	11,750	7,500	(4,250)	-36%
8803	Fundraising	36,421	13,673	43,673	30,000	219%
	SUBTOTAL - Fundraising & Grants	**59,935**	**25,423**	**51,173**	**25,750**	**101%**
TOTAL REVENUE		**8,083,443**	**9,435,639**	**10,714,159**	**1,278,520**	**14%**
EXPENSES						
Certificated Salaries						
1100	TeacherSalaries	2,092,606	2,449,961	2,802,780	352,819	14%
1200	Cert Aid	127,531	172,873	346,416	173,543	100%
1300	Cert Adminis	473,507	552,440	572,384	19,944	4%
1900	Other Admin		271,000	-	(271,000)	-100%
	SUBTOTAL - Certificated Salaries	**2,693,643**	**3,446,273**	**3,721,580**	**546,307**	**16%**
Classified Salaries						
2100	Instructional Aides	178,548	223,481	197,930	(25,551)	-11%
2200	Classified Support	262,717	385,475	375,065	(10,410)	-3%
2300	Classified Admin	245	-	-	-	0%
2400	Clerical & Tech	176,929	236,485	403,003	166,518	70%
2900	OtherClassStaff	47,027	-	-	-	0%
	SUBTOTAL - Classified Salaries	**665,465**	**845,441**	**975,998**	**130,557**	**15%**
Employee Benefits						
3101	STRS-Certified	434,750	423,193	548,238	125,044	30%
3102	STRS-Classified	16,693	105,798	154,631	48,833	46%
3201	PERS-Cert	14,584	99,979	119,530	19,551	20%
3202	PERS-Classified	107,564	24,995	33,714	8,719	35%
3301	OASDI/Med-Cert	43,116	73,923	81,503	7,580	10%
3302	OASDI/Med-Class	44,294	18,481	22,988	4,507	24%

3401	HlthWelfareCert	543,727	495,595	480,406	(15,190)	-3%
3402	HlthWelfareCert	-	123,899	135,499	11,600	9%
3501	UI-Certificated	17,219	5,875	6,683	808	14%
3502	UI-Classified	-	1,469	1,885	416	28%
3601	WorkersCmp-Cert	33,394	28,942	28,218	(724)	-3%
3602	WorkersCmp-Class	-	7,235	7,959	724	10%
3701	Other Retirement-Cert	-	-	-	-	0%
3901	OthBenes-Cert Prior Yr	1,020	-	-	-	0%
3902	OthBenes-Class	-	-	-	-	0%
	SUBTOTAL - Employee Benefits	**1,256,360**	**1,409,384**	**1,621,252**	**211,868**	**15%**
Books & Supplies						
4100	Text&CoreCurric	43,623	50,000	40,000	(10,000)	-20%
4200	BooksOthRefMats	338	1,000	1,000	-	0%
4300	Materials and Supplies	-	-	20,085	20,085	0%
4310	Ins Mats & Sups	7,138	8,000	8,001	1	0%
4315	OthrSupplies	-	-	-	-	0%
4320	Office Supplies	2,815	6,500	6,500	-	0%
4325	ProfDevMat&Sups	-	-	-	-	0%
4326	Arts&MusicSupps	17,743	28,000	3,000	(25,000)	-89%
4335	PE Supplies	23,253	25,000	5,000	(20,000)	-80%
4340	Educat Software	73,400	63,649	60,699	(2,951)	-5%
4345	NonInstStdntSup	44,890	55,000	55,000	(0)	0%
4346	TeacherSupplies	3,961	4,000	4,000	-	0%
4350	Cust. Supplies	23,106	40,000	40,000	-	0%
4351	Yearbook	-	-	-	-	0%
4390	Uniforms	13,922	14,000	20,000	6,000	43%
4400	NonCapEquip-Gen	22,014	60,000	35,000	(25,000)	-42%
4410	ClssrmFrnEqp<5k	-	-	-	-	0%
4430	OffceFurnEqp<5k	604	1,000	3,000	2,000	200%
4440	Computers <$5k	5,745	4,000	4,000	-	0%
4460	Cap Facility Proj	-	-	-		
4461	Fixed Asset Susp (Imp)	-	-	-	-	0%
4464	Equipment (Pre-Cap)	14,230	32,000	3,000	(29,000)	-91%
4480	Fixed Asset Susp	2,605	-	-		
4710	Food	-	-	-	-	0%
4720	Food:Other Food	13,319	9,000	10,000	1,000	11%
4990	Prior Year Adj (Mat'ls)	-	-	-	-	0%
4999	Misc Expenditure (Suspense)	8,698	-	-	-	0%
	SUBTOTAL - Books and Supplies	**321,404**	**401,149**	**318,285**	**(82,865)**	**-21%**

Services & Other Operating Expenses

5100	CMO Fees	-	-	-	(2,408)	240798%
5101	CMO Fees	583,482	777,976	1,003,984	226,008	29%
5200	Training	801	-	-		
5205	Conference Fees	-	2,000	2,000	-	0%
5210	MilesParkTolls	316	1,000	1,000	-	0%
5215	TravConferences	-	-	-	-	0%
5220	TraLodging	2,751	1,000	1,000	-	0%
5300	DuesMemberships	11,678	13,000	13,000	-	0%
5450	Other Insurance	104,007	112,661	112,661	-	0%
5500	OpsHousekeeping	83,692	127,600	77,600	(50,000)	-39%
5510	Gas & Electric	20,153	45,000	45,000	-	0%
5610	Rent & Leases	1,498	3,000	3,000	-	0%
5620	EquipmentLeases	17,188	23,000	23,000	-	0%
5630	Reps&MaintBldng	69,334	45,000	106,000	61,000	136%
5800	ProfessServices	78,062	151,476	255,705	104,228	69%
5810	Legal	8,596	20,000	20,000	-	0%
5813	SchPrgAftSchool	24,350	26,000	26,000	-	0%
5814	SchPrgAcadComps	1,632	3,000	3,000	-	0%
5819	SchlProgs-Other	28,883	6,500	207,500	201,000	3092%
5820	Audit & CPA	7,755	9,000	9,000	-	0%
5825	DMSBusinessSvcs	-	-	-	-	0%
5835	Field Trips	24,587	40,000	40,000	-	0%
5836	FieldTrip Trans	2,888	-	60,000	60,000	0%
5840	MarkngStdtRecrt	13,643	10,000	25,000	15,000	150%
5850	Oversight Fees	-	59,972	67,995	8,022	13%
5857	Payroll Fees	33,723	30,000	30,000	-	0%
5860	Service Fees	4,104	4,500	4,500	-	0%
5861	Prior Year Services	-	-	-	-	0%
5863	Prof Developmnt	2,607	4,000	4,000	-	0%
5864	Prof Dev-Other	9,053	40,750	79,000	38,250	94%
5865	Professional Development LLM	-	-	-	-	0%
5869	SpEd Ctrct Inst	147,234	130,000	155,368	25,368	20%
5870	Livescan	997	750	750	-	0%
5872	SPED Fees (incl Encroachment)	-	-	-	-	0%
5875	Staff Recruiting	-	-	-	-	0%
5884	Substitutes	190,970	173,000	90,000	(83,000)	-48%
5890	OthSvcsNon-Inst	-	-	-	-	0%
5900	Communications	110	-	-	-	0%

5910	Communications 2	-	-	-	-	0%
5920	TelecomInternet	83,589	75,000	75,000	-	0%
5930	PostageDelivery	5,499	8,000	8,000	-	0%
5940	Technology	27,231	17,813	27,813	10,000	56%
5990	Prior Year Adj (Services)	-	-	-	-	0%
	SUBTOTAL - Services & Other Operating Exp.	**1,590,411**	**1,960,999**	**2,576,875**	**613,469**	**31%**
Capital Outlay & Depreciation						
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	0%
6400	EquipFixed	-	-	-	-	0%
6900	Depreciation	587,415	784,951	808,951	24,000	3%
	SUBTOTAL - Capital Outlay & Depreciation	**587,415**	**784,951**	**808,951**	**24,000**	**3%**
Other Outflows						
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	0%
7310	Indirect Costs	-	-	-	-	0%
7438	InterestExpense	521,549	558,517	538,517	(20,000)	-4%
	SUBTOTAL - Other Outflows	**521,549**	**558,517**	**538,517**	**(20,000)**	**-4%**
TOTAL EXPENSES		**7,636,247**	**9,406,715**	**10,561,459**	**1,423,335**	**15%**

Monthly Update - Monthly Cash Flow (Projections) 2022-23

MSA-SA	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals
	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET
BEGINNING CASH	1,725,346	1,452,510	1,228,854	993,762	546,369	461,819	788,752	491,232	609,321	431,963	229,645	621,582	939,568
Revenue													
LCFF Entitlement	476,011	478,969	503,929	478,969	478,969	503,929	478,969	478,969	599,131	574,171	574,171	599,131	574,171
Federal Revenue	-	-	-	-	362,843	-	-	362,843	-	-	500,000	-	225,686
Other State Revenues	28,362	28,362	215,703	28,362	28,362	777,728	178,235	231,001	178,235	178,235	216,174	178,235	132,131
Other Local Revenues	3,953	4,203	4,953	4,953	4,953	4,953	4,953	4,953	4,953	4,953	4,953	4,953	6,489
Total Revenue	508,326	511,533	724,585	512,283	875,126	1,286,610	662,157	1,077,766	782,319	757,359	1,295,298	782,319	938,477
Expenditures													
Certificated Salaries	242,949	217,755	356,320	356,320	356,320	356,320	356,320	356,320	356,320	356,320	325,458	84,859	-
Classified Salaries	60,512	52,704	95,648	95,648	95,648	95,648	95,648	95,648	95,648	95,648	86,083	11,517	-
Benefits	100,518	87,548	158,883	158,883	158,883	158,883	158,883	158,883	158,883	158,883	142,994	19,131	-
Books and Supplies	50,154	50,154	21,798	21,798	21,798	21,798	21,798	21,798	21,798	21,798	21,798	21,798	-
Services and Operating Exp.	214,740	214,740	214,740	214,740	214,740	214,740	214,740	214,740	214,740	214,740	214,740	214,740	-
Depreciation & Cap Outlay	67,413	67,413	67,413	67,413	67,413	67,413	67,413	67,413	67,413	67,413	67,413	67,413	-
Other Outflows	44,876	44,876	44,876	44,876	44,876	44,876	44,876	44,876	44,876	44,876	44,876	44,876	-
Total Expenditures	781,161	735,190	959,677	959,677	959,677	959,677	959,677	959,677	959,677	959,677	903,361	464,333	-
Total Change in Cash	(272,836)	(223,656)	(235,092)	(447,393)	(84,550)	326,933	(297,520)	118,089	(177,358)	(202,318)	391,937	317,986	938,477
ENDING CASH	1,452,510	1,228,854	993,762	546,369	461,819	788,752	491,232	609,321	431,963	229,645	621,582	939,568	1,878,045

2022-23 July Budget	2021-22		2022-23		
MSA-SD	**Actual YTD**	**2021-22 Estimated Actuals**	**Proposed 2022-23 July Budget**	**Variance From Prior Year**	**Variance as %**
SUMMARY					
Revenue					
LCFF Entitlement	3,171,676.00	3,605,841.00	4,226,724	620,883	17%
Federal Revenue	167,672	502,894	265,670	(237,223)	-47%
Other State Revenues	698,574	795,055	1,383,739	588,684	74%
Other Local Revenues	57,126	93,822	55,001	(38,821)	-41%
Total Revenue	**4,095,048**	**4,997,612**	**5,931,134**	**933,522**	**19%**
Expenditures					
Certificated Salaries	1,481,205	1,888,332	2,105,054	216,722	11%
Classified Salaries	326,120	415,024	388,157	(26,867)	-6%
Benefits	630,309	741,690	863,392	121,702	16%
Books and Supplies	130,003	145,467	158,091	12,624	9%
Services and Operating Exp.	1,523,776	1,735,447	2,146,637	411,191	24%
Depreciation & Cap Outlay	43,085	55,790	74,790	19,000	34%
Other Outflows		3,000	3,000	-	0%
Total Expenditures	**4,134,498**	**4,984,749**	**5,739,120**	**754,372**	**15%**
Net Revenues	**(39,450)**	**12,863**	**192,014**	**179,151**	
Fund Balance					
			-		
Beginning Balance (Audited)		1,219,782	1,232,645		
Net Revenues		12,863	192,014		
Ending Fund Balance		**1,232,645**	**1,424,659**		
Components of Fund Bal.					
Available For Econ. Uncert.			1,203,547	21.0% of Expenditures	
Restricted Balances (Est.)			50,000	0.9% of Expenditures	
Net Fixed Assets			171,112	3.0% of Expenditures	
Ending Fund Balance			**1,424,659**	**24.8% of Expenditures**	

REVENUE DETAIL

		Actual YTD	2021-22 Estimated Actuals	Proposed 2022-23 July Budget	Variance From Prior Year	Variance as %
LCFF Entitlement						
8011	State Aid	586,144	613,391	1,044,554	431,163	70%
8012	EPA Entitlement	59,953	79,802	85,056	5,254	7%
8019	Prior Year Adjustments	-	-	-	-	0%
8096	InLieuPropTaxes	2,525,579	2,912,648	3,097,114	184,466	6%
	SUBTOTAL - LCFF Entitlement	**3,171,676**	**3,605,841**	**4,226,724**	**620,883**	**17%**
Federal Revenue						
8181	SpEd - Revenue	-	47,874	51,565	3,691	8%
8220	SchLunchFederal	-	-	-	-	0%
8290	All Other Federal Revenue	170,088	455,019	214,105	(240,914)	-53%
8295	Prior Year Adjustments (Fed Rev)	(2,416)	-	-	-	0%
	SUBTOTAL - Federal Revenue	**167,672**	**502,894**	**265,670**	**(237,223)**	**-47%**
Other State Revenue						
8311	SpEd Revenue	252,382	292,123	338,268	46,145	16%
8520	SchoolNutrState	-	-	-	-	0%
8550	MandCstReimburs	7,249	6,795	7,800	1,005	15%
8560	StateLotteryRev	58,545	90,023	96,964	6,941	8%
8590	AllOthStateRev	380,398	406,113	940,706	534,593	132%
8595	Prior Year Adjustments (Other State Rev)	-	-	-	-	0%
	SUBTOTAL - Other State Revenue	**698,574**	**795,055**	**1,383,739**	**588,684**	**74%**
Local Revenue						
8600	Other Local Rev	-	38,822	25,001	(13,821)	-36%
8634	StudentLunchFee	-	-	-	-	0%
8650	Leases &Rentals	-	-	-	-	0%
8660	Interest	3,010	-	-	-	0%
8698	OthRev-Suspense	-	-	-	-	0%
8701	CMO Fee - MSA-1	-	-	-	-	0%
8702	CMO Fee - MSA-2	-	-	-	-	0%
8703	CMO Fee - MSA-3	-	-	-	-	0%
8704	CMO Fee - MSA-4	-	-	-	-	0%
8705	CMO Fee - MSA-5	-	-	-	-	0%
8706	CMO Fee - MSA-6	-	-	-	-	0%
8707	CMO Fee - MSA-7	-	-	-	-	0%

8708	CMO Fee - MSA-8	-	-	-	-	0%
8709	CMO Fee - MSA-SA	-	-	-	-	0%
8712	CMO Fee - MSA-SD	-	-	-	-	0%
8690	Prior Year Adj (Local1)	-	-	-	-	0%
8695	Prior Year Adj (Local2)	-	-	-	-	0%
8699	Other Revenue	26,282	-	-	-	0%
8999	Misc Revenue (Suspense)	9,087	-	-	-	0%
	SUBTOTAL - Local Revenue	**38,379**	**38,822**	**25,001**	**(13,821)**	**-36%**
Fundraising & Grants						
8802	Donations - Private	-	-	-	-	0%
8803	Fundraising	18,747	55,000	30,000	(25,000)	-45%
	SUBTOTAL - Fundraising & Grants	**18,747**	**55,000**	**30,000**	**(25,000)**	**-45%**
TOTAL REVENUE		**4,095,048**	**4,997,612**	**5,931,134**	**933,522**	**19%**
EXPENSES						
Certificated Salaries						
1100	TeacherSalaries	1,063,981	1,260,916	1,507,736	246,820	20%
1200	Cert Aid	58,976	65,680	151,534	85,854	131%
1300	Cert Adminis	358,248	409,736	445,784	36,048	9%
1900	Other Admin		152,000	-	(152,000)	-100%
	SUBTOTAL - Certificated Salaries	**1,481,205**	**1,888,332**	**2,105,054**	**368,722**	**20%**
Classified Salaries						
2100	Instructional Aides	107,021	190,377	132,738	(57,639)	-30%
2200	Classified Support	82,275	38,407	50,757	12,350	32%
2300	Classified Admin	-	-	-	-	0%
2400	Clerical & Tech	136,824	186,240	204,662	18,423	10%
2900	OtherClassStaff	-	-	-	-	0%
	SUBTOTAL - Classified Salaries	**326,120**	**415,024**	**388,157**	**(26,867)**	**-6%**
Employee Benefits						
3101	STRS-Certified	240,611	243,366	314,976	71,609	29%
3102	STRS-Classified	17,023	60,842	88,839	27,998	46%
3201	PERS-Cert	5,262	39,869	49,295	9,426	24%
3202	PERS-Classified	47,687	9,967	13,904	3,937	39%
3301	OASDI/Med-Cert	23,012	34,169	38,776	4,607	13%
3302	OASDI/Med-Class	18,651	8,542	10,937	2,395	28%

3401	HlthWelfareCert	246,501	252,536	247,029	(5,507)	-2%
3402	HlthWelfareCert	-	63,134	69,675	6,541	10%
3501	UI-Certificated	8,266	3,225	3,687	462	14%
3502	UI-Classified	-	806	1,040	234	29%
3601	WorkersCmp-Cert	23,297	20,187	19,683	(505)	-3%
3602	WorkersCmp-Class	-	5,047	5,551	505	10%
3701	Other Retirement-Cert	-	-	-	-	0%
3901	OthBenes-Cert Prior Yr	-	-	-	-	0%
3902	OthBenes-Class	-	-	-	-	0%
	SUBTOTAL - Employee Benefits	**630,309**	**741,690**	**863,392**	**121,702**	**16%**
Books & Supplies						
4100	Text&CoreCurric	9,492	15,000	15,000	-	0%
4200	BooksOthRefMats	-	1,000	1,000	-	0%
4300	Materials and Supplies	-	-	-	-	0%
4310	Ins Mats & Sups	5,397	13,985	13,986	1	0%
4315	OthrSupplies	-	-	-	-	0%
4320	Office Supplies	9,791	17,500	17,500	-	0%
4325	ProfDevMat&Sups	-	-	-	-	0%
4326	Arts&MusicSupps	2,695	2,500	2,500	-	0%
4335	PE Supplies	-	2,500	2,500	-	0%
4340	Educat Software	36,571	29,664	34,664	5,000	17%
4345	NonInstStdntSup	27,022	12,000	11,750	(250)	-2%
4346	TeacherSupplies	1,956	4,000	4,000	-	0%
4350	Cust. Supplies	10,732	12,000	12,000	-	0%
4351	Yearbook	-	-	-	-	0%
4390	Uniforms	9,509	10,318	14,191	3,873	38%
4400	NonCapEquip-Gen	-	-	-	-	0%
4410	ClssrmFrnEqp<5k	-	-	-	-	0%
4430	OffceFurnEqp<5k	-	1,000	1,000	-	0%
4440	Computers <$5k	6,648	4,000	4,000	-	0%
4460	Cap Facility Proj	-	-	-		
4461	Fixed Asset Susp (Imp)	-	-	-	-	0%
4464	Equipment (Pre-Cap)	-	15,000	15,000	-	0%
4480	Fixed Asset Susp	-	-	-		
4710	Food	-	-	-	-	0%
4720	Food:Other Food	6,174	5,000	9,000	4,000	80%
4990	Prior Year Adj (Mat'ls)	-	-	-	-	0%
4999	Misc Expenditure (Suspense)	4,019	-	-	-	0%
	SUBTOTAL - Books and Supplies	**130,003**	**145,467**	**158,091**	**12,624**	**9%**

Services & Other Operating Expenses

Code	Description					
5100	CMO Fees	-	-	-	(2,408)	240798%
5101	CMO Fees	134,468	179,290	464,940	285,650	159%
5200	Training	1,226	2,000	2,000		
5205	Conference Fees	-	6,000	6,000	-	0%
5210	MilesParkTolls	445	1,500	1,500	-	0%
5215	TravConferences	-	-	-	-	0%
5220	TraLodging	752	1,500	1,500	-	0%
5300	DuesMemberships	6,175	7,500	7,500	-	0%
5450	Other Insurance	64,214	69,564	69,564	-	0%
5500	OpsHousekeeping	27,771	18,000	18,000	-	0%
5510	Gas & Electric	78,329	80,000	80,000	-	0%
5610	Rent & Leases	665,284	740,000	733,163	(6,837)	-1%
5620	EquipmentLeases	13,931	15,000	15,000	-	0%
5630	Reps&MaintBldng	17,437	15,000	45,000	30,000	200%
5800	ProfessServices	34,591	45,887	72,285	26,398	58%
5810	Legal	(1,159)	10,000	10,000	-	0%
5813	SchPrgAftSchool	99,394	113,006	141,087	28,081	25%
5814	SchPrgAcadComps	273	2,500	2,500	-	0%
5819	SchlProgs-Other	7,105	1,000	1,000	-	0%
5820	Audit & CPA	7,755	9,000	9,000	-	0%
5825	DMSBusinessSvcs	-	-	-	-	0%
5835	Field Trips	12,095	40,000	40,000	-	0%
5836	FieldTrip Trans	-	-	-	-	0%
5840	MarkngStdtRecrt	7,058	20,000	20,000	-	0%
5850	Oversight Fees	22,876	35,673	42,267	6,594	18%
5857	Payroll Fees	15,336	15,000	15,000	-	0%
5860	Service Fees	8,221	8,500	8,500	-	0%
5861	Prior Year Services	-	-	-	-	0%
5863	Prof Developmnt	3,939	4,000	4,000	-	0%
5864	Prof Dev-Other	-	11,464	11,464	-	0%
5865	Professional Development LLM	-	-	-	-	0%
5869	SpEd Ctrct Inst	161,016	135,000	231,304	96,304	71%
5870	Livescan	420	750	750	-	0%
5872	SPED Fees (incl Encroachment)	-	-	-	-	0%
5875	Staff Recruiting	1,200	-	-	-	0%
5884	Substitutes	68,945	90,000	35,000	(55,000)	-61%
5890	OthSvcsNon-Inst	2,820	500	500	-	0%
5900	Communications	200	3,000	3,000	-	0%

5910	Communications 2	-	-	-	-	0%
5920	TelecomInternet	43,475	33,000	33,000	-	0%
5930	PostageDelivery	3,718	4,000	4,000	-	0%
5940	Technology	14,469	17,813	17,813	-	0%
5990	Prior Year Adj (Services)	-	-	-	-	0%
	SUBTOTAL - Services & Other Operating Exp.	**1,523,776**	**1,735,447**	**2,146,637**	**408,783**	**24%**
Capital Outlay & Depreciation						
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	0%
6400	EquipFixed	-	-	-	-	0%
6900	Depreciation	43,085	55,790	74,790	19,000	34%
	SUBTOTAL - Capital Outlay & Depreciation	**43,085**	**55,790**	**74,790**	**19,000**	**34%**
Other Outflows						
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	0%
7310	Indirect Costs	-	-	-	-	0%
7438	InterestExpense	-	3,000	3,000	-	0%
	SUBTOTAL - Other Outflows	**-**	**3,000**	**3,000**	**-**	**0%**
TOTAL EXPENSES		**4,134,498**	**4,984,749**	**5,739,120**	**903,964**	**18%**

Monthly Update - Monthly Cash Flow (Projections) 2022-23

MSA-SD	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET
BEGINNING CASH	1,472,295	1,146,857	1,102,798	1,060,728	903,323	812,336	1,052,477	970,329	994,719	948,757	881,531	875,152	1,080,103
Revenue													
LCFF Entitlement	74,611	332,704	353,968	332,704	332,704	353,968	332,704	332,704	368,890	347,626	347,626	368,890	347,626
Federal Revenue	-	-	-	-	66,418	-	-	66,418	-	-	-	-	132,835
Other State Revenues	24,162	24,162	118,233	24,162	24,162	400,445	99,419	139,540	99,419	99,419	131,740	99,419	99,460
Other Local Revenues	4,226	4,226	4,226	4,226	4,226	4,226	4,226	4,226	4,226	4,226	4,226	4,226	4,286
Total Revenue	102,999	361,092	476,427	361,092	427,510	758,639	436,349	542,888	472,535	451,271	483,592	472,535	584,206
Expenditures													
Certificated Salaries	140,023	126,749	199,757	199,757	199,757	199,757	199,757	199,757	199,757	199,757	183,496	56,728	-
Classified Salaries	24,066	20,960	38,039	38,039	38,039	38,039	38,039	38,039	38,039	38,039	34,235	4,580	-
Benefits	53,530	46,623	84,612	84,612	84,612	84,612	84,612	84,612	84,612	84,612	76,151	10,188	-
Books and Supplies	25,449	25,449	10,719	10,719	10,719	10,719	10,719	10,719	10,719	10,719	10,719	10,719	-
Services and Operating Exp.	178,886	178,886	178,886	178,886	178,886	178,886	178,886	178,886	178,886	178,886	178,886	178,886	-
Depreciation & Cap Outlay	6,232	6,232	6,232	6,232	6,232	6,232	6,232	6,232	6,232	6,232	6,232	6,232	-
Other Outflows	250	250	250	250	250	250	250	250	250	250	250	250	-
Total Expenditures	428,438	405,151	518,497	518,497	518,497	518,497	518,497	518,497	518,497	518,497	489,971	267,584	-
Total Change in Cash	(325,438)	(44,059)	(42,070)	(157,405)	(90,987)	240,142	(82,148)	24,391	(45,962)	(67,226)	(6,379)	204,950	584,206
ENDING CASH	1,146,857	1,102,798	1,060,728	903,323	812,336	1,052,477	970,329	994,719	948,757	881,531	875,152	1,080,103	1,664,309

2022-23 July Budget	2021-22		2022-23		
MERF	**Actual YTD**	**2021-22 Estimated Actuals**	**Proposed 2022-23 July Budget**	**Variance From Prior Year**	**Variance as %**
SUMMARY					
Revenue					
LCFF Entitlement	-	-	-	-	
Federal Revenue	-	-	-	-	
Other State Revenues	-	-	-	-	
Other Local Revenues	4,049,354	5,632,637	6,376,532	743,895	13%
Total Revenue	**4,049,354**	**5,632,637**	**6,376,532**	**743,895**	**13%**
Expenditures					
Certificated Salaries	124,986	-	-	-	
Classified Salaries	2,775,102	3,597,640	3,777,627	179,987	5%
Benefits	977,097	1,087,924	1,264,095	176,171	16%
Books and Supplies	148,240	131,800	66,950	(64,850)	-49%
Services and Operating Exp.	1,375,702	1,319,479	1,267,001	(52,478)	-4%
Depreciation & Cap Outlay	-	859	859	-	0%
Other Outflows		-	-	-	
Total Expenditures	**5,401,127**	**6,137,702**	**6,376,532**	**238,830**	**4%**
Net Revenues	**(1,351,773)**	**(505,065)**	**0**	**505,065**	
Fund Balance					
			-		
Beginning Balance (Audited)		3,016,610	2,511,545		
Net Revenues		(505,065)	0		
Ending Fund Balance		**2,511,545**	**2,511,545**		
Components of Fund Bal.					
Available For Econ. Uncert.			2,446,430	38.4% of Expenditures	
Restricted Balances (Est.)			50,000	0.8% of Expenditures	
Net Fixed Assets			15,115	0.2% of Expenditures	
Ending Fund Balance			**2,511,545**	**39.4% of Expenditures**	

REVENUE DETAIL

		Actual YTD	2021-22 Estimated Actuals	Proposed 2022-23 July Budget	Variance From Prior Year	Variance as %
LCFF Entitlement						
8011	State Aid	-	-	-	-	0%
8012	EPA Entitlement	-	-	-	-	0%
8019	Prior Year Adjustments	-	-	-	-	0%
8096	InLieuPropTaxes	-	-	-	-	0%
	SUBTOTAL - LCFF Entitlement	**-**	**-**	**-**	**-**	**0%**
Federal Revenue						
8181	SpEd - Revenue	-	-	-	-	0%
8220	SchLunchFederal	-	-	-	-	0%
8290	All Other Federal Revenue	-	-	-	-	0%
8295	Prior Year Adjustments (Fed Rev)	-	-	-	-	0%
	SUBTOTAL - Federal Revenue	**-**	**-**	**-**	**-**	**0%**
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%
	SUBTOTAL - Other State Revenue	**-**	**-**	**-**	**-**	**0%**
Local Revenue						
8600	Other Local Rev	2,148	-	-	-	0%
8634	StudentLunchFee	-	-	-	-	0%
8650	Leases &Rentals	-	-	-	-	0%
8660	Interest	-	-	-	-	0%
8698	OthRev-Suspense	-	-	-	-	0%
8701	CMO Fee - MSA-1	792,061	1,056,082	1,129,482	73,400	7%
8702	CMO Fee - MSA-2	704,055	938,739	1,003,984	65,245	7%
8703	CMO Fee - MSA-3	572,044	762,726	721,614	(41,112)	-5%
8704	CMO Fee - MSA-4	28,236	37,648	43,924	6,276	17%
8705	CMO Fee - MSA-5	325,781	434,375	188,247	(246,128)	-57%
8706	CMO Fee - MSA-6	28,236	37,648	43,924	6,276	17%

Code	Description				
8707	CMO Fee - MSA-7	264,020	352,027	627,490	275,463	78%
8708	CMO Fee - MSA-8	572,044	762,726	721,614	(41,112)	-5%
8709	CMO Fee - MSA-SA	583,482	777,976	1,003,984	226,008	29%
8712	CMO Fee - MSA-SD	134,468	179,290	464,940	(179,290)	-100%
8690	Prior Year Adj (Local1)	-	-	-	-	0%
8695	Prior Year Adj (Local2)	-	-	-	-	0%
8699	Other Revenue	12,934	293,400	427,329	133,929	46%
8999	Misc Revenue (Suspense)	23,561	-	-	-	0%
	SUBTOTAL - Local Revenue	**4,043,071**	**5,632,637**	**6,376,532**	**278,955**	**5%**
Fundraising & Grants						
8802	Donations - Private	5,678	-	-	-	0%
8803	Fundraising	605	-	-	-	0%
	SUBTOTAL - Fundraising & Grants	**6,283**	**-**	**-**	**-**	**0%**
	TOTAL REVENUE	**4,049,354**	**5,632,637**	**6,376,532**	**278,955**	**5%**
EXPENSES						
Certificated Salaries						
1100	TeacherSalaries	-	-	-	-	0%
1200	Cert Aid	-	-	-	-	0%
1300	Cert Adminis	124,986	-	-	-	0%
1900	Other Admin		-	-	-	0%
	SUBTOTAL - Certificated Salaries	**124,986**	**-**	**-**	**-**	**0%**
Classified Salaries						
2100	Instructional Aides	-	-	-	-	0%
2200	Classified Support	-	-	-	-	0%
2300	Classified Admin	-	-	-	-	0%
2400	Clerical & Tech	2,775,102	3,467,140	3,777,627	310,487	9%
2900	OtherClassStaff	-	130,500	-	(130,500)	-100%
	SUBTOTAL - Classified Salaries	**2,775,102**	**3,597,640**	**3,777,627**	**179,987**	**5%**
Employee Benefits						
3101	STRS-Certified	21,110	-	-	314,976	0%
3102	STRS-Classified	222,569	311,669	373,368	(222,830)	-71%
3201	PERS-Cert	-	-	-	49,295	0%
3202	PERS-Classified	17,473	28,641	78,405	(14,737)	-51%
3301	OASDI/Med-Cert	1,808	-	-	38,776	0%

3302	OASDI/Med-Class	127,203	136,620	159,715	(125,683)	-92%
3401	HlthWelfareCert	462,328	-	-	247,029	0%
3402	HlthWelfareCert	-	499,596	534,268	(429,921)	-86%
3501	UI-Certificated	686	-	-	3,687	0%
3502	UI-Classified	8,057	3,934	4,528	(2,894)	-74%
3601	WorkersCmp-Cert	47,468	-	-	19,683	0%
3602	WorkersCmp-Class	-	34,586	34,586	(29,035)	-84%
3701	Other Retirement-Cert	-	-	-	-	0%
3901	OthBenes-Cert Prior Yr	-	-	-	-	0%
3902	OthBenes-Class	68,396	72,878	79,226	(72,878)	-100%
	SUBTOTAL - Employee Benefits	**977,097**	**1,087,924**	**1,264,095**	**(224,532)**	**0%**
Books & Supplies						
4100	Text&CoreCurric	12,175		-	-	0%
4200	BooksOthRefMats	-	9,100	-	(9,100)	-100%
4300	Materials and Supplies	-	-	-	-	0%
4310	Ins Mats & Sups	220	-	-	-	0%
4315	OthrSupplies	-	500	8,000	7,500	1500%
4320	Office Supplies	12,028	-	15,700	15,700	0%
4325	ProfDevMat&Sups	-	10,700	-	(10,700)	-100%
4326	Arts&MusicSupps	-	-	-	-	0%
4335	PE Supplies	-	-	-	-	0%
4340	Educat Software	56,530	-	5,750	5,750	0%
4345	NonInstStdntSup	18,659	2,750	-	(2,750)	-100%
4346	TeacherSupplies	-	45,000	-	(45,000)	-100%
4350	Cust. Supplies	-	-	-	-	0%
4351	Yearbook	-	-	-	-	0%
4390	Uniforms	-	-	3,000	3,000	0%
4400	NonCapEquip-Gen	4,253	-	9,500	9,500	0%
4410	ClssrmFrnEqp<5k	-	10,000	-	(10,000)	-100%
4430	OffceFurnEqp<5k	-	-	-	-	0%
4440	Computers <$5k	10,289	-	-	-	0%
4460	Cap Facility Proj	-	20,000	-		
4461	Fixed Asset Susp (Imp)	-	-	-	-	0%
4464	Equipment (Pre-Cap)	-	-	-	-	0%
4480	Fixed Asset Susp	-	-	-		
4710	Food	-	-	-	-	0%
4720	Food:Other Food	23,437	33,750	25,000	(8,750)	-26%
4990	Prior Year Adj (Mat'ls)	-	-	-	-	0%
4999	Misc Expenditure (Suspense)	10,647	-	-	-	0%

SUBTOTAL - Books and Supplies		**148,240**	**131,800**	**66,950**	**(44,850)**	**-34%**
Services & Other Operating Expenses						
5100	CMO Fees	-	-	-	(2,408)	240798%
5101	CMO Fees	-	-	-	-	0%
5200	Training	-	-	-		
5205	Conference Fees	815	19,250	14,500	(4,750)	-25%
5210	MilesParkTolls	3,900	17,500	22,000	4,500	26%
5215	TravConferences	-	-	5,000	5,000	0%
5220	TraLodging	1,801	4,500	8,000	3,500	78%
5300	DuesMemberships	39,746	46,750	17,000	(29,750)	-64%
5450	Other Insurance	7,254	8,890	8,890	-	0%
5500	OpsHousekeeping	5,651	16,250	600	(15,650)	-96%
5510	Gas & Electric	189	-	-	-	0%
5610	Rent & Leases	212,081	199,000	230,000	31,000	16%
5620	EquipmentLeases	4,313	8,000	8,000	-	0%
5630	Reps&MaintBldng	-	1,000	-	(1,000)	-100%
5800	ProfessServices	748,520	705,000	156,500	(548,500)	-78%
5810	Legal	62,637	72,000	60,000	(12,000)	-17%
5813	SchPrgAftSchool	-	-	-	-	0%
5814	SchPrgAcadComps	-	-	-	-	0%
5819	SchlProgs-Other	-	-	-	-	0%
5820	Audit & CPA	33,432	9,000	9,000	-	0%
5825	DMSBusinessSvcs	-	-	530,000	530,000	0%
5835	Field Trips	-	-	-	-	0%
5836	FieldTrip Trans	8,183	-	-	-	0%
5840	MarkngStdtRecrt	22,386	31,000	38,000	7,000	23%
5850	Oversight Fees	-	-	-	-	0%
5857	Payroll Fees	15,808	15,000	15,000	-	0%
5860	Service Fees	28	2,000	2,000	-	0%
5861	Prior Year Services	-	-	-	-	0%
5863	Prof Developmnt	42,916	32,200	29,700	(2,500)	-8%
5864	Prof Dev-Other	7,083	12,500	11,500	(1,000)	-8%
5865	Professional Development LLM	-	-	-	-	0%
5869	SpEd Ctrct Inst	-	-	-	-	0%
5870	Livescan	-	-	-	-	0%
5872	SPED Fees (incl Encroachment)	-	-	-	-	0%
5875	Staff Recruiting	6,490	4,500	4,500	-	0%
5884	Substitutes	-	-	-	-	0%
5890	OthSvcsNon-Inst	-	-	-	-	0%

5900	Communications	255	8,250	5,250	(3,000)	-36%
5910	Communications 2	-	-	-	-	0%
5920	TelecomInternet	15,686	15,000	15,000	-	0%
5930	PostageDelivery	6,177	4,000	12,000	8,000	200%
5940	Technology	55,556	87,889	64,561	(23,328)	-27%
5990	Prior Year Adj (Services)	74,796	-	-	-	0%
	SUBTOTAL - Services & Other Operating Exp.	**1,375,702**	**1,319,479**	**1,267,001**	**(54,886)**	**-4%**
Capital Outlay & Depreciation						
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	0%
6400	EquipFixed	-	-	-	-	0%
6900	Depreciation	-	859	859	-	0%
	SUBTOTAL - Capital Outlay & Depreciation	**-**	**859**	**859**	**-**	**0%**
Other Outflows						
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	0%
7310	Indirect Costs	-	-	-	-	0%
7438	InterestExpense	-	-	-	-	0%
	SUBTOTAL - Other Outflows	**-**	**-**	**-**	**-**	**0%**
TOTAL EXPENSES		**5,401,127**	**6,137,702**	**6,376,532**	**(144,281)**	**-2%**

Monthly Update - Monthly Cash Flow (Projections) 2022-23

MERF	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals
	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET
BEGINNING CASH	4,167,069	4,273,667	4,420,600	4,346,846	4,273,092	4,199,339	4,125,585	4,051,832	3,978,078	3,904,325	3,830,571	3,806,226	4,167,069
Revenue													
LCFF Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Revenues	531,378	531,378	531,378	531,378	531,378	531,378	531,378	531,378	531,378	531,378	531,378	531,378	-
Total Revenue	531,378	531,378	531,378	531,378	531,378	531,378	531,378	531,378	531,378	531,378	531,378	531,378	-
Expenditures													
Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-
Classified Salaries	234,213	203,992	370,207	370,207	370,207	370,207	370,207	370,207	370,207	370,207	333,187	44,576	-
Benefits	78,374	68,261	123,881	123,881	123,881	123,881	123,881	123,881	123,881	123,881	111,493	14,916	-
Books and Supplies	6,538	6,538	5,388	5,388	5,388	5,388	5,388	5,388	5,388	5,388	5,388	5,388	-
Services and Operating Exp.	105,583	105,583	105,583	105,583	105,583	105,583	105,583	105,583	105,583	105,583	105,583	105,583	-
Depreciation & Cap Outlay	72	72	72	72	72	72	72	72	72	72	72	72	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures	424,779	384,445	605,131	605,131	605,131	605,131	605,131	605,131	605,131	605,131	555,722	170,535	-
Total Change in Cash	106,598	146,932	(73,754)	(73,754)	(73,754)	(73,754)	(73,754)	(73,754)	(73,754)	(73,754)	(24,345)	360,843	-
ENDING CASH	4,273,667	4,420,600	4,346,846	4,273,092	4,199,339	4,125,585	4,051,832	3,978,078	3,904,325	3,830,571	3,806,226	4,167,069	4,167,069

Magnolia Educational Research Foundation
Home Office Expense Allocation and Contigency Reserve for Economic Uncertainties

Distribution Calculation

ADA Tier Rate Table

School Names	2021-2 ADA	2022-23 Projected ADA	Increase (Decrease)	Tier Factor	Subtract Factor calculated with different justed Tier Fac	Percentage of Redistribution based on ADA	Home Office Expense Allocation	Monthly	Account	Average Daily Attendance (in students)		Factor
Magnolia Science Academy 1	701.2	701	(0)	1.80	1.80	18%	1,129,482.07	94,123.51	203401211	100 students or less	1	0.03
Magnolia Science Academy 2	470.0	492.48	22	1.60	1.60	16%	1,003,984.06	83,665.34	202373064	101 to 150 students	101	0.07
Magnolia Science Academy 3	385.4	396.48	11	1.15	1.15	11%	721,613.55	#REF!	#REF!	151 to 200 students	151	0.12
Magnolia Science Academy 4	100.6	$110.40	10	0.07	0.07	1%	43,924.30	3,660.36	202876769	201 to 250 students	201	0.30
Magnolia Science Academy 5	228.4	240.00	12	0.30	0.30	3%	188,247.01	15,687.25	202876694	251 to 260 students	251	0.60
Magnolia Science Academy 6	78.0	115.20	37	0.07	0.07	1%	43,924.30	3,660.36	204966121	261 to 280 students	261	0.80
Magnolia Science Academy 7	260.4	288	28	1.00	1.00	10%	627,490.04	52,290.84	202932703	281 to 300 students	281	1.00
Magnolia Science Academy Bell	371.3	384	13	1.15	1.15	11%	721,613.55	60,134.46	203705041	301 to 350 students	301	1.15
PTS- Santa Ana	484.1	499.2	15	1.60	1.60	16%	1,003,984.06	83,665.34		401 to 450 students	401	1.45
MSA- San Diego	395.7	425.28	30	1.30	1.30	13%	815,737.05			351 to 400 students	351	1.30
TOTAL	**3,475**	**3,652**	**177**	**10.04**	**-**	**10.04**	**100%**	**6,300,000.00** (x)			451 students and more	451	1.60
										701 students and more	701	1.80

Exceptions to the CMO Calculator

Total 2021-22 CMO Fee to allocate	Total HO Budget	6,300,000		499.2
Add Reserve:		0%		
Subtract: Fees based with different CMO fee structure (15%)	MSA-5		MSA 5 CMO Fee - capped at 15%	3,370,837
Subtract: MSA 4 Fees fixed	MSA-4		Fixed	
Subtract:MSA 6 Fees fixed	MSA-6		Fixed	
Subtract:MSA SD Fees based with different CMO fee structure (11%)	MSA-SD		Fixed	4,226,724 464,939.64
Home Office Expense Allocatio	Office-Expense	6,300,000.00 (x)		

School Names	2021-22 Fee	2022-23 (Original)	Waived Fees	Net CMO Fees		ELOP Coordinator	Director of Federal & State Programs	MSA-1 Facility Project Management	Title III Coordinator	Total CMO	Allocation %	
Magnolia Science Academy	$ 1,117,371	1,129,482		1,129,482	18.99%	$24,953	$26,201	75,000.00	$89,739.00	**1,345,375**	21.10%	
Magnolia Science Academy 2	$ 993,219	1,003,984		1,003,984	16.88%	$17,531	$18,407			**1,039,922**	16.31%	
Magnolia Science Academy 3	$ 806,990	721,614		721,614	12.13%	$14,113	$14,819			**750,546**	11.77%	
Magnolia Science Academy 4	$ 18,623	43,924		43,924	0.74%		$4,126			**48,051**	0.75%	
Magnolia Science Academy 5	$ 186,228	188,247		188,247	3.16%	$8,543	$8,970			**205,761**	3.23%	Cannot exceed 15% of LCFF in accordance with petition
Magnolia Science Academy 6	$ 18,623	43,924		43,924	0.74%		$4,101	$4,306		**52,331**	0.82%	-
Magnolia Science Academy 7	$ 372,457	627,490		627,490	10.55%	$10,252	$10,764			**648,506**	10.17%	
Magnolia Science Academy Bell	$ 806,990	721,614		721,614	12.13%	$13,669	$14,353			**749,635**	11.76%	
MSA- Santa Ana	$ 993,219	1,003,984		1,003,984	16.88%	$17,770	$18,658			**1,040,412**	16.32%	
MSA- San Diego	$ 173,500	815,737	350,797.4	464,940	7.82%	$15,138	$15,895			**495,974**	7.78%	Cannot exceed 11% of LCFF in accordance with petition
Total	**5,487,220**	**6,300,000**	**350,797**	**5,949,203**		**126,070**	**136,500**	**75,000**	**89,739**	**6,376,513**	**1**	

	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SD	MSA-SA		#VA			
TK							12			10					
Kindergarten							40			21					
1st Grade							27			20		$	1,129,482	$ 1,027,829	$ 101,653
2nd Grade							54			28		$	1,003,984	$ 913,625	$ 90,359
3rd Grade							56			37		$	721,614	$ 656,668	$ 64,945
4th Grade							56			44		$	43,924	$ 39,971	$ 3,953
5th Grade							55			39		$	188,247	$ 171,305	$ 16,942
6th Grade	120	85	62		40	45		130	150	45		$	43,924	$ 39,971	$ 3,953
7th Grade	111	95	62		35	33		130	150	45		$	627,490	$ 571,016	$ 56,474
8th Grade	132	100	-Harun Citle	45	42		140	143	50		$	721,614	$ 656,668	$ 64,945
9th Grade	110	65	60	35	45				54			$	1,003,984	$ 913,625	$ 90,359
10th Grade	85	65	76	32	25				47			$	815,737	$ 742,321	$ 73,416
11th Grade	88	55	57	22	25				44						
12th Grade	84	48	54	26	35				36						
Total	730	513	413	115	260	120	300	400	443	520	3804				
	0.96	0.96	0.96	0.96	0.96	0.96	0.96	0.96	0.96	0.96					
	700.8	492.48	396.48	110.4	240	115.2	288	384	425.28	499.2	3651.84				

700.8	
492.48	
396.48	
110.4	
240	
115.2	
288	
384	
499.2	
425.28	

	LCFF				
Magnolia Science Academy	9,738,260	$ 1,460,739	$ 1,129,482	$ 331,257
Magnolia Science Academy 2	6,619,027	$ 992,854	$ 1,003,984	$ (11,130)
Magnolia Science Academy 3	5,278,504	$ 791,776	$ 721,614	$ 70,162
Magnolia Science Academy 4	1,669,325	$ 20,000	$ 43,924	$ (23,924)
Magnolia Science Academy 5	3,370,837	$ 505,626	$ 188,247	$ 317,379
Magnolia Science Academy 6	1,463,242	$ 20,000	$ 43,924	$ (23,924)
Magnolia Science Academy 7	3,704,027	$ 555,604	$ 627,490	$ (71,886)
Magnolia Science Academy Bell	4,811,516	$ 721,727	$ 721,614	$ 114
MSA- Santa Ana	6,799,489	$ 1,019,923	$ 1,003,984	$ 15,939
MSA- San Diego	4,226,724	$ 464,940	$ 464,940	$ -
		6,553,189	**5949202.588**	

Magnolia Educational Research Foundation
Home Office Expense Allocation and Contigency Reserve for Economic Uncertainties

Distribution Calculation

School Names	2020-21 ADA	2021-22 Projected ADA	Increase (Decrease)	Tier Factor	Subtract Factor calculated with different fee structure	Adjusted Tier Factor	Percentage of Redistribution based on ADA	Home Office Expense Allocation	Account
Magnolia Science Academy 1	634.0	672	38	1.60		1.60	22%	1,061,746.62	203401211
Magnolia Science Academy 2	422.0	462	40	1.60		1.60	22%	1,061,746.62	202373064
Magnolia Science Academy 3	484.0	312	(172)	1.15		1.15	16%	763,130.38	-
Magnolia Science Academy 4	125.0	95	(30)	-		-	0%		202876769
Magnolia Science Academy 5	269.0	220	(49)			-	0%		202876694
Magnolia Science Academy 6	131.0	77	(54)			-	0%		204966121
Magnolia Science Academy 7	279.0	248	(31)	0.30		0.30	4%	199,077.49	202932703
Magnolia Science Academy Bell	474.0	356	(118)	1.30		1.30	18%	862,669.12	203705041
MSA- San Diego	427.0	482.76	56	1.60			0%	-	
PTS- Santa Ana	534.0	392.11	(142)	1.30		1.30	18%	862,669.12	
TOTAL	**3,779**	**3,317**	**(462)**	**8.85**	**-**	**7.25**	**100%**	**4,811,039.35**	

ADA Tier Rate Table

Average Daily Attendance (in students)		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 students and more	451	1.60
701 students and more	701	1.80

Exceptions to the CMO Calculator

Total 2021-22 CMO Fee to allocate	Total HO Budget	5,500,000		
Subtract: Fees based with different CMO fee structure (15%)	MSA-5	434,374.65	MSA 5 CMO Fee - capped at 15%	2,895,831
Subtract: MSA 4 Fees fixed	MSA-4	37,648.00	Fixed	
Subtract: MSA 6 Fees fixed	MSA-6	37,648.00	Fixed	
Subtract:MSA SD Fees based with different CMO fee structure (11%)	MSA-SD	179,290.00	Fixed	
Home Office Expense Allocation Base	Office-Expense	**4,811,039.35**	(x)	

Distribution Calculation

School Names	2020-21 ADA	2021-22 Projected ADA	Increase (Decrease)	Tier Factor	Subtract Factor calculated with different fee structure	Adjusted Tier Factor	Percentage of Redistribution based on ADA	Home Office Expense Allocation	Account
Magnolia Science Academy 1	634.0	701	67	1.80		1.80	18%	1,117,370.99	203401211
Magnolia Science Academy 2	422.0	470	48	1.60		1.60	16%	993,218.66	202373064
Magnolia Science Academy 3	484.0	385	(99)	1.30		1.30	13%	806,990.16	-
Magnolia Science Academy 4	125.0	101	(24)	0.03		0.03	0%	18,622.85	202876769
Magnolia Science Academy 5	269.0	228	(41)	0.30		0.30	3%	186,228.50	202876694
Magnolia Science Academy 6	131.0	78	(53)	0.03		0.03	0%	18,622.85	204966121
Magnolia Science Academy 7	279.0	260	(19)	0.60		0.60	6%	372,457.00	202932703
Magnolia Science Academy Bell	474.0	371	(103)	1.30		1.30	13%	806,990.16	203705041
PTS- Santa Ana	534.0	484.1	(50)	1.60		1.60	16%	993,218.66	
MSA- San Diego	427.0	395.74	(31)	1.30		1.30	13%	806,990.16	
TOTAL	**3,779**	**3,475**	**(304)**	**9.86**	**-**	**9.86**	**100%**	**6,120,710.00**	

ADA Tier Rate Table

Average Daily Attendance (in students)		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 students and more	451	1.60
701 students and more	701	1.80

Exceptions to the CMO Calculator

Total 2021-22 CMO Fee to allocate	Total HO Budget	6,300,000		
Add Reserve:		0%		
Subtract: Fees based with different CMO fee structure (15%)	MSA-5		MSA 5 CMO Fee - capped at 15%	2,895,831
Subtract: MSA 4 Fees fixed	MSA-4		Fixed	
Subtract: MSA 6 Fees fixed	MSA-6		Fixed	
Subtract:MSA SD Fees based with different CMO fee structure (11%)	MSA-SD	179,290.00	Fixed	
Home Office Expense Allocation Base	Office-Expense	**6,120,710.00**	(x)	

School Names	2020-21 Fee	2021-22 (Original)	2021-22 First Interim 11.08.21	2021-22 Year end Actuals 6/30/22	Waived Fees	Net CMO Fees	20-21 Adjustments	2021-2022 final amount	Director of Federal & State Programs	MSA-1 Facility Project Management	Title III Coordinator	Allocation %	
Magnolia Science Academy	$ 877,985.07	965,266.8	1,061,747	1,117,370.99		1,117,370.99		1,009,843	$22,068.39	75,000.00	$89,739.00	21.75%	
Magnolia Science Academy 2	$ 795,673.97	858,014.9	1,061,747	993,218.66		993,218.66	97,447	895,772	17,924.24			16.61%	
Magnolia Science Academy 3	$ 877,985.07	777,576.0	763,130	806,990.16		806,990.16	107,528	699,463	15,088.28			12.99%	
Magnolia Science Academy 4	$ 37,648.00	37,648.0	37,648	18,622.85		18,622.85	-	18,623	5,092.38			0.43%	Fixed
Magnolia Science Academy 5	$ 478,071.30	476,911.0	434,375	186,228.50		186,228.50	-	186,228	9,647.78			3.56%	Cannot exceed 15% of LCFF in accordance with petition
Magnolia Science Academy 6	$ 37,648.00	37,648.0	37,648	18,622.85		18,622.85	-	18,623	5,512.15			0.44%	Fixed
Magnolia Science Academy 7	$ 438,992.54	429,007.4	199,077	372,457.00		372,457.00	53,764	318,693	8,395.78			5.95%	
Magnolia Science Academy Bell	$ 877,985.07	777,576.0	862,669	806,990.16		806,990.16	107,528	699,463	17,705.87			13.04%	
MSA- Santa Ana	$ 795,673.97	858,014.9	862,669	993,218.66		993,218.66	25,216	968,002	23,643.31			18.02%	
MSA- San Diego	$ 173,800.00	173,800.0	179,290	806,990.16	414,587.82	392,402.34	-	392,402	4,921.88			7.22%	Cannot exceed 11% of LCFF in accordance with petition
Total	**5,391,463**	**5,391,463**	**5,500,000**	**6,120,710**	**414,588**	**5,706,122**	**499,009**	**5,207,113**	**130,000**	**75,000**	**89,739**	**100%**	

MSA-SA would have to pay full cmo fee of 1,094,836 in order MERF to collect all 6.3 million worth of CMO fee for home office expenses

MSA-SD LCFF	3,567,294		
	392402.34	11% capped	
	414,587.82		

Budgeted 2020-21 CMO costs to allocate (per MERF estimates)	$ 5,391,463								
Add Reserve:	-								
Subtract: Charters with past practice agreements									
Subtract: MSA 4 Cost allocation limited by flat dollar	(37,648)								
Subtract: MSA 5 Cost allocation limited to 15% of LCFF Revenue	(478,071)								
Subtract: MSA 6 Cost allocation limited by flat dollar	(37,648)								
Subtract: MSA San Diego Cost allocation limited to 11% of LCFF Revenue	(173,800)								
CMO costs to allocate to remaining charters	$ 4,664,296								

Charter Schools	Adjusted Tier Factor/ Total Tier Factor x Amount to Distribute	2020-21 Projected ADA	Tier Factor Based on Table	Adjusted Tier Factor	Adjusted Tier Factor/ Total Tier Factor	Charter Schools	Final Costs Allocated in 2020-21 Based on Budgeted ADA & Budgeted Costs	Cost Allocation Per 100% Participation in Board Approved Formula	Difference Positive is Overallocation/ Negative is Underallocation
Magnolia Science Academy 1	877,985	623.87	1.6	1.6	19%	Magnolia Science Academy 1	877,985	781,371	96,614
Magnolia Science Academy 2	795,674	419.36	1.45	1.45	17%	Magnolia Science Academy 2	795,674	708,118	87,556
Magnolia Science Academy 3	877,985	468.14	1.6	1.6	19%	Magnolia Science Academy 3	877,985	781,371	96,614
Magnolia Science Academy 4	-	121.71	0.07	0	0%	Magnolia Science Academy 4	37,648	34,185	3,463
Magnolia Science Academy 5	-	266.75	0.8	0	0%	Magnolia Science Academy 5	478,071	390,686	87,386
Magnolia Science Academy 6	-	127.32	0.07	0	0%	Magnolia Science Academy 6	37,648	34,185	3,463
Magnolia Science Academy 7	438,993	276.84	0.8	0.8	9%	Magnolia Science Academy 7	438,993	390,686	48,307
Magnolia Science Academy Bell	877,985	461.47	1.6	1.6	19%	Magnolia Science Academy Bell	877,985	781,371	96,614
PTS- Santa Ana	795,674	420.72	1.45	1.45	17%	PTS- Santa Ana	795,674	708,118	87,556
MSA- San Diego	-	526.51	1.6	0	0%	MSA- San Diego	173,800	781,371	(607,571)
TOTAL	$ 4,664,296	3712.69	11.04	8.5	100%	TOTAL	$ 5,391,463	$ 5,391,463	$ (0)

Unaudited Actual 2020-21 CMO costs to allocate (per MERF estimates)	$ 4,892,454								
Add Reserve:	-								
Subtract: Charters with past practice agreements									
Subtract: MSA 4 Cost allocation limited by flat dollar	(37,648)								
Subtract: MSA 5 Cost allocation limited to 15% of LCFF Revenue	(478,071)								
Subtract: MSA 6 Cost allocation limited by flat dollar	(37,648)								
Subtract: MSA San Diego Cost allocation limited to 11% of LCFF Revenue	(173,800)								
CMO costs to allocate to remaining charters	$ 4,165,286								

Charter Schools	Adjusted Tier Factor/ Total Tier Factor x Amount to Distribute	2020-21 ACTUAL P2 ADA	Updated Tier Factor Based on Table	Adjusted Tier Factor	Adjusted Tier Factor/ Total Tier Factor	Charter Schools	Final Costs Allocated in 2020-21 Based on Budgeted ADA & Budgeted Costs	Actual P2 ADA & Unaudited Actual 2020-21 Costs	Difference Between Budgeted & Actual P2 /Costs
Magnolia Science Academy 1	770,458	679.90	1.6	1.6	18%	Magnolia Science Academy 1	877,985	770,458	107,528
Magnolia Science Academy 2	698,227	419.36	1.45	1.45	17%	Magnolia Science Academy 2	795,674	698,227	97,447
Magnolia Science Academy 3	770,458	468.14	1.6	1.6	18%	Magnolia Science Academy 3	877,985	770,458	107,528
Magnolia Science Academy 4	-	121.71	0.07	0	0%	Magnolia Science Academy 4	37,648	37,648	-
Magnolia Science Academy 5	-	274.90	0.8	0	0%	Magnolia Science Academy 5	478,071	478,071	-
Magnolia Science Academy 6	-	150.58	0.07	0	0%	Magnolia Science Academy 6	37,648	37,648	-
Magnolia Science Academy 7	385,229	276.84	0.8	0.8	9%	Magnolia Science Academy 7	438,993	385,229	53,764
Magnolia Science Academy Bell	770,458	461.47	1.6	1.6	18%	Magnolia Science Academy Bell	877,985	770,458	107,528
PTS- Santa Ana	770,458	526.51	1.6	1.6	18%	PTS- Santa Ana	795,674	770,458	25,216
MSA- San Diego	-	421.20	1.45	0	0%	MSA- San Diego	173,800	173,800	-
TOTAL	$ 4,165,286	3,800.61	11.04	8.65	100%	TOTAL	$ 5,391,463	$ 4,892,454	$ 499,009

Projected 2021-22 CMO costs to allocate (per MERF estimates)	$ 6,300,000								
Add Reserve:	-								
Subtract: Charters with past practice agreements									
Subtract: MSA 4 Cost allocation limited by flat dollar									
Subtract: MSA 5 Cost allocation limited to 15% of LCFF Revenue									
Subtract: MSA 6 Cost allocation limited by flat dollar									
Subtract: MSA San Diego Cost allocation limited to 11% of LCFF Revenue									
CMO costs to allocate to remaining charters	$ 6,300,000								

Charter Schools	Adjusted Tier Factor/ Total Tier Factor x Amount to Distribute	2021-22 ACTUAL P1 ADA	Updated Tier Factor Based on Table	Adjusted Tier Factor	Adjusted Tier Factor/ Total Tier Factor	Charter Schools	Distribution of 2021-22 Projected Costs by % ADA only	Current formula using Actual P2 ADA & Projected 2021-22 Costs	Difference Between ADA and Current Formula
Magnolia Science Academy 1	1,043,478	678.08	1.60	1.60	17%	Magnolia Science Academy 1	1,252,596	1,043,478	209,118
Magnolia Science Academy 2	1,043,478	466.65	1.60	1.60	17%	Magnolia Science Academy 2	862,028	1,043,478	(181,450)
Magnolia Science Academy 3	847,826	359.85	1.30	1.30	13%	Magnolia Science Academy 3	664,740	847,826	(183,086)
Magnolia Science Academy 4	19,565	95.06	0.03	0.03	0%	Magnolia Science Academy 4	175,601	19,565	156,036
Magnolia Science Academy 5	195,652	224.33	0.30	0.30	3%	Magnolia Science Academy 5	414,398	195,652	218,746
Magnolia Science Academy 6	19,565	77.89	0.03	0.03	0%	Magnolia Science Academy 6	143,884	19,565	124,319
Magnolia Science Academy 7	391,304	260.31	0.60	0.60	6%	Magnolia Science Academy 7	480,863	391,304	89,558
Magnolia Science Academy Bell	847,826	361.16	1.30	1.30	13%	Magnolia Science Academy Bell	667,160	847,826	(180,666)
PTS- Santa Ana	1,043,478	487.16	1.60	1.60	17%	PTS- Santa Ana	899,916	1,043,478	(143,563)
MSA- San Diego	847,826	399.95	1.30	1.30	13%	MSA- San Diego	738,815	847,826	(109,011)
TOTAL	$ 6,300,000	3410	9.66	9.66	100%	TOTAL	$ 6,300,000	$ 6,300,000	$ 0

Magnolia Educational Research Foundation
Home Office Expense Allocation and Contigency Reserve for Economic Uncertainties

Distribution Calculation

School Names	2020-21 ADA	2021-22 Projected ADA	Increase (Decrease)	Tier Factor	Subtract Factor calculated with different fee structure	Adjusted Tier Factor	Percentage of Redistribution based on ADA	Home Office Expense Allocation	Account
Magnolia Science Academy 1	634.0	701	67	1.80		1.80	22%	1,056,081.81	2E+08
Magnolia Science Academy 2	422.0	470	48	1.60		1.60	20%	938,739.39	2E+08
Magnolia Science Academy 3	484.0	385	(99)	1.30		1.30	16%	762,725.75	-
Magnolia Science Academy 4	125.0	101	(24)	-		-	0%	-	2E+08
Magnolia Science Academy 5	269.0	228	(41)	-		-	0%	-	2E+08
Magnolia Science Academy 6	131.0	78	(53)	-		-	0%	-	2E+08
Magnolia Science Academy 7	279.0	260	(19)	0.60		0.60	7%	352,027.27	2E+08
Magnolia Science Academy Bell	474.0	371	(103)	1.30		1.30	16%	762,725.75	2E+08
MSA- San Diego	427.0	395.74	(31)	1.30		-	0%	-	
PTS- Santa Ana	534.0	484.1	(50)	1.60		1.60	20%	938,739.39	
TOTAL	**3,779**	**3,475**	**(304)**	**9.50**	**-**	**8.20**	**100%**	**4,811,039.35**	

ADA Tier Rate Table

Average Daily Attendance (in students)		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 students and more	451	1.60
701 students and more	701	1.80

Exceptions to the CMO Calculator

Total 2020-21 CMO Fee to allocate	Total HO Budget	5,500,000		
Subtract: Fees based with different CMO fee structure (15%)	MSA-5	434,374.65	MSA 5 CMO Fee - capped at 15%	2,895,831
Subtract: MSA 4 Fees fixed	MSA-4	37,648.00	Fixed	
Subtract: MSA 6 Fees fixed	MSA-6	37,648.00	Fixed	
Subtract:MSA SD Fees based with different CMO fee structure (11%)	MSA-SD	179,290.00	Fixed	
Home Office Expense Allocation Base	Office-Expense	**4,811,039.35**	(x)	

Base CMO Fee

School Names	2020-21 Fee	2021-22 (Original)	2021-22 First Interim 11.08.21	Director of Federal & State Programs	MSA-1 Facility Project Management	Title III Coordinator	Total CMO	Increase (Decrease) from last year	Allocation %	
Magnolia Science Academy	$ 877,985.07	965,266.8	1,056,082	$22,068.39	75,000.00	$88,400.00	$1,241,550	178,097	19.20%	
Magnolia Science Academy 2	$ 795,673.97	858,014.9	938,739	17,924.24			$956,664	143,065	17.07%	
Magnolia Science Academy 3	$ 877,985.07	777,576.0	762,726	15,088.28			$777,814	(115,259)	13.87%	Fixed
Magnolia Science Academy 4	$ 37,648.00	37,648.0	37,648	5,092.38			$42,740	0	0.68%	Fixed
Magnolia Science Academy 5	$ 478,071.30	476,911.0	434,375	9,647.78			$444,022	(43,697)	7.90%	Cannot exceed 15% of LCFF in accordance with petition
Magnolia Science Academy 6	$ 37,648.00	37,648.0	37,648	5,512.15			$43,160	0	0.68%	Fixed
Magnolia Science Academy 7	$ 438,992.54	429,007.4	352,027	8,395.78			$360,423	(86,965)	6.40%	
Magnolia Science Academy Bell	$ 877,985.07	777,576.0	762,726	17,705.87			$780,432	(115,259)	13.87%	
MSA- Santa Ana	$ 795,673.97	858,014.9	938,739	23,643.31			$962,383	143,065	17.07%	
MSA- San Diego	$ 173,800.00	173,800.0	179,290	4,921.88			$184,212	5,490	3.26%	Cannot exceed 11% of LCFF in accordance with petition
Total	**5,391,463**	**5,391,463**	**5,500,000**	**130,000**	**75,000**	**88,400**	**5,793,400**	**108,537**	**100%**	

777,976.00

160,763.39

2021-22 First Interim 11.08.21

MSA-1	$ 1,056,081.81		
MSA-2	$ 938,739.39	.	
MSA-3	$ 762,725.75		5453347	5,632,636.67
MSA-4	$ 37,648.00		(340,053)
MSA-5	$ 434,374.65		(179,289.67)
MSA-6	$ 37,648.00		
MSA-7	$ 352,027.27		
MSA-8	$ 762,725.75		
MSA-SA	$ 777,976.00	160,763.39	
MSA-SD	$ 179,290.00		

	$ 5,339,236.61	
	$ 75,000.00	Mustafa's half salary and benefit
	$ 130,000.06	Omar Polat's salary & benefit
	$ 88,400.00	Katie Mann (Title III Coordinator's salary)
	$ 5,632,636.67	TOTAL Home Office Fee
	$ 5,453,346.00	This is the amount on the FIB
	$ 179,290.67	The difference is due to a software error. (Error has been fixed) MSA-SD's CMO fee was not reflected on the Income Statement

CMO FEE CALCULATIONS						
School Names	Base CMO Fee	Director of Federal & State Programs	MSA-1 Facility Project Management	Title III Coordinator	Total CMO	Allocation %
Magnolia Science Academy	$ 1,056,081.81	$ 22,068.39	$ 75,000.00	$ 88,400.00	$ 1,241,550.19	19.20%
Magnolia Science Academy 2	$ 938,739.39	$ 17,924.24			$ 956,663.62	17.07%
Magnolia Science Academy 3	$ 762,725.75	$ 15,088.28			$ 777,814.03	13.87%
Magnolia Science Academy 4	$ 37,648.00	$ 5,092.38			$ 42,740.38	0.68%
Magnolia Science Academy 5	$ 434,374.65	$ 9,647.78			$ 444,022.43	7.90%
Magnolia Science Academy 6	$ 37,648.00	$ 5,512.15			$ 43,160.15	0.68%
Magnolia Science Academy 7	$ 352,027.27	$ 8,395.78			$ 360,423.05	6.40%
Magnolia Science Academy Bell	$ 762,725.75	$ 17,705.87			$ 780,431.62	13.87%
PTS- Santa Ana	$ 777,976.00	$ 23,643.31			$ 801,619.31	17.07%
MSA- San Diego	$ 179,290.00	$ 4,921.88			$ 184,211.88	3.26%
Total	**5,339,237**	**130,000**	**75,000**	**88,400**	**5,632,637**	**100.00%**

Magnolia Educational Research Foundation
Home Office Expense Allocation and Contigency Reserve for Economic Uncertainties

Distribution Calculation

School Names	10/02/19 ADA	2020-21 Projected ADA	Increase (Decrease)	Tier Factor	Subtract Factor calculated with different fee structure	Adjusted Tier Factor	Percentage of Redistribution based on ADA	Home Office Expense Allocation
Magnolia Science Academy 1	634.0	624	(10)	1.60		1.60	19%	877,985.07
Magnolia Science Academy 2	422.0	419	(3)	1.45		1.45	17%	795,673.97
Magnolia Science Academy 3	484.0	468	(16)	1.60		1.60	19%	877,985.07
Magnolia Science Academy 4	125.0	122	(3)	0.07			0%	
Magnolia Science Academy 5	269.0	267	(2)	0.80				
Magnolia Science Academy 6	131.0	127	(4)	0.07			0%	
Magnolia Science Academy 7	279.0	277	(2)	0.80		0.80	9%	438,992.54
Magnolia Science Academy Bell	474.0	461	(13)	1.60		1.60	19%	877,985.07
MSA- San Diego	427.0	527	100	1.60			0%	-
PTS- Santa Ana	534.0	421	(113)	1.45		1.45	17%	795,673.97
TOTAL	**3,779**	**3,713**	**(66)**	**11.04**	**-**	**8.50**	**100%**	**4,664,295.70**

	2019-20			
2020-21 Proj Enroll	ADA	10/2/19	ADA	ADA Rate
700	623.9	647.0	634.0	97.99%
437	419.4	437.0	422.0	96.57%
490	468.1	495.0	484.0	97.78%
115	121.7	131.0	125.0	95.42%
310	266.8	282.0	269.0	95.39%
160	127.3	136.0	131.0	96.32%
292	276.8	292.0	279.0	95.55%
482	461.5	482.0	474.0	98.34%
465	526.5	444.0	427.0	96.17%
550	420.7	546.0	534.0	97.80%
4,001	3,712.7	3,892.0	3,779.0	97.10%

Total 2020-21 CMO Fee to allocate	5,391,463	
Add Reserve:	-	0%
Subtract: Fees based with different CMO fee structure (15%)	478,071.30	MSA 5 CMO Fee - capped at 15%
Subtract: MSA 4 Fees fixed	37,648.00	
Subtract: MSA 6 Fees fixed	37,648.00	
Subtract:MSA SD Fees based with different CMO fee structure (11%)	173,800.00	SD CMO Fee - capped at 11%
Home Office Expense Allocation Base	**4,664,295.70**	**(x)**

ADA Tier Rate Table

Average Daily		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 students and more	451	1.60

$3,187,142
$ 478,071.30
$ 5,391,463.00

School Names	2019-20 Fee	2020-21 Fee	Increase (Decrease) from last year	Allocation %	
Magnolia Science Academy	860,525.6	877,985	17,459	16.28%	
Magnolia Science Academy 2	779,851.3	795,674	15,823	14.76%	
Magnolia Science Academy 3	860,525.6	877,985	17,459	16.28%	
Magnolia Science Academy 4	37,648.0	37,648	0	0.70%	Fixed
Magnolia Science Academy 5	430,262.8	478,071	47,808	8.87%	Cannot exceed 15% of LCFF in accordance with charter
Magnolia Science Academy 6	37,648.0	37,648	0	0.70%	Same as MSA 4
Magnolia Science Academy 7	430,262.8	438,993	8,730	8.14%	
Magnolia Science Academy Bell	860,525.6	877,985	17,459	16.28%	
PTS- Santa Ana	860,525.6	795,674	(64,852)	14.76%	
MSA- San Diego	399,206.6	173,800	(225,407)	3.22%	Cannot exceed 11% of LCFF in accordance with charter
Total	**5,556,982**	**5,391,463.00**	**(165,519)**	**100.00%**	

	Actual 2018-19 Fee
MSA 1	994,835
MSA 2	898,892
MSA 3	991,104
MSA 4	77,657
MSA 5	103,253
MSA 6	46,452
MSA 7	496,785
MSA 8	991,436
MSA SA	997,937
MSA SD	409,714
	6,008,065

	LCFF	shld be 0 or neg	
MSA-5 FY 20-21 LCFF Revenue	3,187,142	-	478,071
MSA-SD FY 2020-21 LCFF Revenue	3,467,783	(207,656)	381,456

	New Fee Schedule	Board approved	
Magnolia Science Academy	884,350	860,375	23,975
Magnolia Science Academy 2	801,442	794858	6,584
Magnolia Science Academy 3	884,350	860526	23,824
Magnolia Science Academy 4	38,690	37647	1,043
Magnolia Science Academy 5	442,175	475295 -	33,120
Magnolia Science Academy 6	38,690	37648	1,042
Magnolia Science Academy 7	442,175	430263	11,912
Magnolia Science Academy Bell	884,350	860525	23,825
PTS- Santa Ana	801,442	860526 -	59,084
MSA- San Diego	173,800	173800	-
	5,391,463	5,391,463	

Coversheet

Approval of the 2023-23 MPS Master List of Contracts for the 2022-23 Fiscal Year

Section: V. Action Items
Item: D. Approval of the 2023-23 MPS Master List of Contracts for
the 2022-23 Fiscal Year
Purpose: Vote
Submitted by:
Related Material: Annual Contracts for the 2022-23 Fiscal Year.pdf

MAGNOLIA
PUBLIC SCHOOLS

Board Agenda Item #	V D: Action Item
Date:	June 23, 2022
To:	Magnolia Public Schools - Board of Directors
From:	MPS Finance Committee
Staff Lead:	Steve Budhraja Ed.D., Chief Financial Officer
RE:	Approval of Annual Contracts for the 22/23 Fiscal Year

Proposed Board Recommendation

I move for the board to approve Annual Contracts for the 2022-2023 Fiscal Year.

Background

The California Education Code (EC), requires Governing Boards to approve ongoing contracts that exceed bid threshold guidelines. These guidelines as noted in the MPS Financial Policies include contracts that exceed $90,000 to include vendors that have maintained agreements with MPS annually or over multiple years.

Budget Implications

The fiscal impact of the Annual Contracts for the 22/23 Fiscal Year has been incorporated into the Adopted Budget for the 2022-23 year.

Exhibits (Attachments):

Magnolia Public Schools - Master List of Contracts for 2022-23

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

Magnolia Public Schools - Master List of Contracts for 2022-23						
Vendor	FY 22-23	Department	Comment	Contact Lead	Annual/Multiyear Agreement	Renewal Contract Received
21st Century Staffing LLC	$ 158,132	Operations	Substitute Services	Suat Acar	Annual	Y
ARC	$ 187,694	Operations	ASES Program	Suat Acar	Annual	Y
CharterSAFE	$ 750,611	Finance	Premium Package Insurance - April	Steve Budhraja	Annual	Y
Cross Country Staffing Inc.	$ 147,430	Operations	CNA Screener	Brenda Lopez	Multiyear	Y
Delta Managed Solutions, Inc.	$ 550,000	Operations	Back office provider Services	Steve Budhraja	Multiiyear	Y
Edlogical	$ 200,000	Academics	SPED Services	Erdinc Acar	Multiyear	Y
Eide Bailley	$ 175,000	Finance	Audit Services	Steve Budhraja	Annual	Y
eLuma Online Therapy	$ 350,000	Academics	Speech and Language Services	Erdinc Acar	Multiiyear	Y
First Luth. Chr. of Northridge	$ 330,000	Facilities	Facilities Rental Payment	Patrick Ontiveros	Multiiyear	Y
Kaiser Permanente (Group Dues)	$ 1,975,124	Operations	Medical Benefits Magnolia	Suat Acar	Annual	Y
Kajima Devleopment Corporation	$ 150,000	Facilities	CMO Facilities	Patrick Ontiveros	Multiyear	Y
Student Support Services	$ 300,000	Operations	PBIS and Beg Teacher Services	Suat Acar	Annual	Y
McGraw-Hill School Education	$ 190,688	Academics	Cirriculum Book Order	Erdinc Acar	Annual	Y
MetLife	$ 250,000	Operations	Metlife Insurance	Suat Acar	Annual	Y
Paycom	$ 250,000	Finance	Paycom Fees Payroll	Steve Budhraja	Annual	Y
Renaissance Learning Inc	$ 121,448	Academics	MyOn Online Software Program	Erdinc Acar	Annual	Y
Riders Express	$ 125,000	Operations	Student Transportation	Suat Acar	Annual	Y
Scoot Education	$ 1,000,000	Operations	Substitute Services	Suat Acar	Annual	Y
Think Together	$ 300,000	Operations	ASES Afterschool Services	Suat Acar	Annual	Y
T-Mobile	$ 300,000	Operations	Hot Spot Services	Suat Acar	Annual	Y
World Private Security, Inc.	$ 150,000	Operations	Security Guard Services Wk Ending	Suat Acar	Annual	Y
Young, Miney, & Corr. LLP	$ 150,000	Legal	Legal Services	Patrick Ontiveros	Annual	Y
Zingo Construction	$ 500,000	Facilities	Construction and Repair Services	Patrick Ontiveros	Annual	Y
Side to Side Custodial	$ 100,000	Facilities	Custodial Services	Patrick Ontiveros	Annual	Y
Pacific Charter School Devlopment	$ 100,000	Facilities	Project management Fee MSA7	Patrick Ontiveros	Annual	Y
Larson Communications	$ 138,000	Outreach	Digital Marketing Services	Brenda Lopez	Annual	Y
Amanecer Consulting	$ 216,000	Outreach	Community Schools Planning Model	Brenda Lopez	Annual	Y

Coversheet

Approval of the Education Protection Act (EPA) Resolution for the 2022-23 School Year

Section: V. Action Items
Item: E. Approval of the Education Protection Act (EPA) Resolution
for the 2022-23 School Year
Purpose: Vote
Submitted by:
Related Material: 2022-23 EPA Spending Resolution for MPS.pdf

MAGNOLIA
PUBLIC SCHOOLS

Board Agenda Item #	V E: Action Item
Date:	June 23, 2022
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Steve Budhraja Ed.D., Chief Financial Officer
RE:	Approval of 2022-23 EPA Spending Resolution for MPS

Proposed Board Recommendation

I move for the board to approve the Resolution for the Education Protection Act (EPA) for the 2022-2023 year.

Background

The Education Protection Account (EPA) is the way for collecting and distributing funds which are generated by the tax increases that began in 2012-13, to personal income and sales tax as authorized by Proposition 30. Similar to local property taxes, local education agencies' (LEAs) State Aid is reduced by one dollar for each dollar received from the EPA. California Education Code requires that LEAs adopt an EPA resolution annually as part of receipt for Local Control Formula Funding

Implications

All projected EPA funding is included in the 2022-23 Adopted Budget in accordance with the California Education Code

Exhibits (Attachments):

Resolution for the Education Protection Act for the 22/23 year

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

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT (EPA)

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[1] ħ 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.

_____   _____

Board President   Date

Magnolia Public Schools

2022-23 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:

- The spending plan must be approved by the governing board during a public meeting.
- 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:

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.

	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD
Description Object Codes	2022-23 (Projected)	2022-23 (Projected)	2022-23 (Projected)	2022-23 (Projected)	2022-23 (Projected)	2022-23 (Projected)	2022-23 (Projected)	2022-23 (Projected)	2022-23 (Projected	2022-23 (Projected
AMOUNT AVAILABLE FOR THIS FISCAL YEAR										
Education Protection Account Revenue 8010- 8099	1,823,016.00	1,232,219.00	976,812.00	296,518.00	588,429.00	252,790.00	584,505.00	848,333.00	99,840.00	85,056.00
Federal Revenue 8100-8299										
Other State Revenue 8300-8599 Other Local Revenue										
8600-8799										
All Other Financing Sources 8900-8999 Deferred										
Revenue 9650										
TOTAL AVAILABLE										
	1,823,016.00	**1,232,219.00**	**976,812.00**	**296,518.00**	**588,429.00**	**252,790.00**	**584,505.00**	**848,333.00**	**99,840.00**	**85,056.00**
EXPENDITURES AND OTHER FINANCING USES										
Certificated Salaries 1000-1999										
Classified Salaries 2000-2999	1,823,016.00	1,232,219.00	976,812.00	296,518.00	588,429.00	252,790.00	584,505.00	848,333.00	99,840.00	85,056.00
Employee Benefits 3000-3999 Books and Supplies										
4000-4999										
Subagreements for Services 5100-5199 Other Services										
& Operating Expenditures 5200-5999										
Capital Outlay 6000-6999										
Other Outgo 7000-7999										
TOTAL EXPENDITURES AND OTHER										
FINANCING USES										
	1,823,016.00	**1,232,219.00**	**976,812.00**	**296,518.00**	**588,429.00**	**252,790.00**	**584,505.00**	**848,333.00**	**99,840.00**	**85,056.00**
BALANCE (Total Available minus Total Expenditures)										
PORTION OF EPA DOLLARS EXPENDED ON INSTRUCTION (NON-ADMINISTRATIVE)	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**

Coversheet

Approval of Expanded Learning Opportunities Program (ELO-P) Plans for MSA-1, 2, 3, 4, 5, 6, 7,8 ,Santa Ana and San Diego

Section: V. Action Items
Item: F. Approval of Expanded Learning Opportunities Program
(ELO-P) Plans for MSA-1, 2, 3, 4, 5, 6, 7,8 ,Santa Ana and San Diego
Purpose: Vote
Submitted by:
Related Material: ELO-P for MSA-1, 2, 3, 5, 6, 7,8 ,Santa Ana and San Diego.pdf

Board Agenda Item #	V F: Action Item
Date:	June 23, 2022
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Erdinc Acar, Chief Academic Officer
RE:	Approval of Expanded Learning Opportunities Program (ELO-P) Plans for MSA-1, 2, 3, 5, 6, 7, 8 ,SA and SD

Proposed Board Recommendation

I move for the board to approve the the Expanded Learning Opportunities Program (ELO-P) Plans for MSA-1, 2, 3, 5, 6, 7, 8, SA and SD.

Background

The Expanded Learning Opportunities Program (ELO Program or ELO-P) is established beginning in fiscal year 2021–22 and provides funding for afterschool and summer school enrichment programs for kindergarten (including transitional kindergarten) through sixth grade. Local educational agencies benefit from $1.75 billion dollars in FY21-22 with an anticipated growth to $5 billion dollars within 3-5 years.

> "Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.

Local educational agencies must operate the Expanded Learning Opportunities Program pursuant to the requirements in California Education Code Section 46120, including the development of a program plan. The program plan needs to be approved by the Local Educational Agency's (LEA) Governing Board in a public meeting and posted on the LEA's website.

1

MPS ELOP Planning Work and Plans

MPS ELOP Task Force Team is proud to present its work and recommendations to move forward regarding the plans on how to utilize the new funds. We would like to thank all task force members, students, staff and parents responding to the surveys.

Committee had three meetings: Wednesday, March 16, April 27, and May 25, 2022.

Task Force Members included MSA-1- MSA-3-MSA-5- MSA-7- MSA-8- MSA-SA- MSA-SD- and Home Office- members

The following Tasks were performed during the meetings
- Presentation of ELO Program Funding and Plan
- Questions and open discussions on plans and requirements
- Developed and updated on comprehensive school based ELOP Plans
- Designed and administered survey to collect feedback from education partners
- Conducted 2022 MPS After School Programs Achievement Analysis by Dr. Polat
- Reviewed recommended surveys - Student, staff, parents - Short surveys
    - Reviewed current vendor ARC 2022 Survey Data MSA-7 and MSA-5
- Conducted surveys to Parents, students and staff
    - ELOP Program Planning Survey for Parents and Students
    - ELOP Program Planning Survey for Staff
- Updated ELOP School Profiles - for upcoming reflection and planning
- Analyzed surveys results from Staff, students and Parents. Incorporated the feedback from surveys, as well as Jamboard activity
- Completed the school profiles ELOP School Profiles
- Discussed Final Recommendations

B- Task Force's Final Recommendations

Student, Staff and Parent Survey feedback:

- Staff, students, and Parents uniformly believe that Homework and Academic support should be first priority of a quality program
- An overwhelming number of students want sports and athletic programs, followed by Visual & Performing Arts Clubs to be offered in the schools.
- Students are more interested in the development of creative and artistic skills
- About 70% of students would like to see more field trips, excursion as opposed to about 35% after school programs.
- Students are most concerned about the activities not being fun (about 30%)
- Parents most want Field trips happening on weekends, and summer (78%). Next comes After school programs (School dismissal to 6pm) 77%
- Parents feel Academic enrichment is the most important (28%) aspect of an ELOP. Then comes Keeping kids safe 24%
- Parents would like to see more Technology & Engineering Clubs 54%. Then comes Math and Science clubs 47%
- Staff identified social emotional and mental health, nutrition/breakfast and tutoring as areas of need

2

- Staff would like to see more arts, drama and sports alongside STEM in the afternoon.
- About 60% of the staff are interested in offering programs in the afterschool.

General Recommendations

MPS Academic Team recommended offering standard programs all across schools. 5 programs are identified: Advanced Math, Academic Decathlon/Pentathlon, Science Olympiad, Robotics, Newsletter/Journalism, College Mentorship Programs (CMP.) Add to SIS for attendance and planning. Compensate teachers/staff accordingly. Embed SEL as much as possible to these programs.

MPS-wide ELOP Coordinator/Director: The task force also recognizes the need for an MPS wide-coordinator to design, develop, implement and manage the programs including safety org-wide. Responsibilities include recruitment, training, reporting, audit, etc.

3

School Specific Recommendations and Plans

School	Task Force Recommendations
MSA-1	- Priority given to grade 6 and up to unduplicated count of pupils. - Fund 9 hour summer school program days with a before/ after school program - Improve vendor relations with ThinkTogether for providing services - Schedule additional days to comply with the 30 day summer/intersession day requirement. (Saturday, field trips, camps, etc) - Add before school programs to regular 180 school days to comply with the 9 hour requirement
MSA-2	- Priority given to grade 6 and up to unduplicated count of pupils. - Fund 9 hour summer school program days with a before/ after school program - Improve vendor relations with ThinkTogether for providing services. - Schedule additional days to comply with the 30 day summer/intersession day requirement. (Saturday, field trips, camps, etc) - Add before school programs to regular 180 school days to comply with the 9 hour requirement
MSA-3	- Priority given to grade 6 and up to unduplicated count of pupils. - Fund Summer schools. Additional days of summer school for 5hrs. Additional 4 hrs of ThinkTogether?? Check what they can offer, also $$. Additional day Winter session 2 days. Additional Saturday School: 5 hrs , 9 hrs. Additional Field trips all day (2 day Catalina) - Improve vendor relations with ThinkTogether for providing services. - Schedule additional days to comply with the 30 day summer/intersession day requirement. (Saturday, field trips, camps, etc) - Add before school programs to regular 180 school days to comply with the 9 hour requirement requirement
MSA-4	*MSA-4 is not a recipient. Schools should consider applying to 21st Century ASSET programs or identify other funds to run its programs.*
MSA-5	- Priority given to grade 6 and up to unduplicated count of pupils. - Improve vendor relations with ThinkTogether for providing services. - Schedule additional days to comply with the 30 day summer/intersession day requirement. (Saturday, field trips, camps, etc) - Add afternoon offerings to Summer School to comply with the 9 hour requirement. - Add before school programs to regular 180 school days to comply with the 9 hour requirement - Continue with ARC, the vendor. - Offer tutoring and clubs managed by MSA-5 staff. - Offer competitive programs such as Robotics, Decathlon, Mathcounts and Dual Enrollment
MSA-6	- Fund 9 hour summer school program days with a before/ after school program - Schedule additional days to comply with the 30 day summer/intersession day requirement. (Saturday, field trips, camps, etc)

4

MSA-7	- Fund 9 hour summer school program days with a before/ after school program - more spaces in ARC- vendor, - Add school break/intersession programs - more focus on the arts - Schedule additional days to comply with the 30 day summer/intersession day requirement. (Saturday, field trips, camps, etc)
MSA-8	- Fund 9 hour summer school program days with a before/ after school program - Schedule additional days to comply with the 30 day summer/intersession day requirement. (Saturday, field trips, camps, etc)
MSA-SA	- Priority given to grade TK-6 with unduplicated count of pupils. - Fund 9 hour summer school program days with a before/ after school program - Schedule additional days to comply with the 30 day summer/intersession day requirement. (Saturday, field trips, camps, etc) - Add before school programs to regular 180 school days to comply with the 9 hour requirement
MSA-SD	- Fund 9 hour summer school program days with a before/ after school program - Schedule additional days to comply with the 30 day summer/intersession day requirement. (Saturday, field trips, camps, etc)

Budget Impact

Schools MSA 1, 2, 3, 5, 6, 7, 8, SD and SA will be receiving FY 21-22 funding of approximately $1.16 million. For FY 22-23 funds are expected to increase per Governor's May revised budget. Unused funds will carry over to the next year. These revenues were not incorporated into the MPS Second Interim Report as the final funding amounts had not yet been made available at that time.

Local Educational Agency	Total FY 21-22 Grant Dollar Amount	Resource code	Current Vendor/Provider
Magnolia Science Academy 1	$ 138,127.00	2600	ThinkTogether
Magnolia Science Academy 2	$ 93,206.00	2600	ThinkTogether
Magnolia Science Academy 3	$ 50,000.00	2600	ThinkTogether
Magnolia Science Academy 4	$ 50,000.00	2600	ThinkTogether
Magnolia Science Academy 5	$ 50,000.00	2600	ARC
Magnolia Science Academy 6	$ 51,718.00	2600	N/A
Magnolia Science Academy 7	$ 263,689.00	2600	ARC
Magnolia Science Academy Bell	$ 118,342.00	2600	In-House
Magnolia Science Academy - Santa Ana	$ 300,769.00	2600	In-House
Magnolia Science Academy San Diego	$ 50,000.00	2600	YMCA
Total MPS Wide	$ 1,165,851.00		

Attachment
- ELOP plans for Schools MSA 1, 2, 3, 5, 6, 7, 8, SD and SA

5

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared and Submitted by:

MAGNOLIA SCIENCE ACADEMY-1

18238 Sherman Way, Reseda, CA 91335

School Website

https://www.msa1.magnoliapublicschools.org/#

June 10, 2022

1

Name of Local Educational Agency and Expanded Learning Opportunities Program Site

Local Educational Agency (LEA) Name: Magnolia Science Academy-1

Contact Name:Brad Plonka

Contact Email: bplonka@magnoliapublicschools.org

Contact Phone: 818.609.0507

List of the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

Magnolia Science Academy-1

_____

_____

_____

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in *EC* Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

2

TABLE OF CONTENTS

3

Background and Demographics

Magnolia Science Academy -1 (MSA-1) is a directly funded traditional charter school and provides education to 715 students enrolled in grades 6 through 12 in the 2021-22 academic year. The school has been operating under the Magnolia Public Schools Board ("MPS Board") which is serving ten independent charter schools in the Greater Los Angeles Area, Santa Ana, and San Diego. MSA-1 has been serving students in Los Angeles County since the fall of 2009 with a mission of graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. MSA-1 is still expanding in Los Angeles County while increasing the count and percentages of students.

Academic Year	Low Grade	High Grade	Enrollment (Ages 5-17)	FRPM Count (Ages 5-17)	Percent (%) Eligible FRPM (Ages 5-17)
2020-2021	6	12	717	634	78.3%
2021-2022	6	12	742	581	88.4%

Other significant student groups that serves are as follows.

2021-2022	English Learners	Foster Youth	Special Needs	Section 504	Homeless
Count	165	0	114	8	15
Percentage	22.2%	0%	15.4%	1.1%	2%

MSA-1 has been integrating strong expanded learning programs as an extension of its educational program since its inception. Our teachers host academic intervention and enrichment programs as well as sponsor clubs when the regular school day is over. Every day, students in the program attend academic remediation and enrichment activities, get nutritious snacks and engage in physical, social and emotional development programs until 6:00 pm.

4

1—Safe and Supportive Environment

MSA-1's current program is run by the school team. MSA-1 leadership team along with the Magnolia Public Schools Home Office team oversees the safe and supportive environment for the Expanded Learning program. MSA-1's site includes a big campus with access to 15 classrooms and two office spaces. The campus includes a gym and outdoor playground.

MSA-1 operates a Comprehensive School Safety Plan which encompasses the Expanded Learning program. The plan is reviewed yearly by a committee consisting of local law enforcement, school site council, school admin team, MPS home office team and approved by Magnolia Public Schools Governing Board.

The Comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. Our plan is implemented to protect the safety of students, staff and visitors and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students, staff and visitors.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

Social and Emotional Learning (SEL) skills are critical to school, career, and life success of our students. Our staff play a significant role in helping students develop strong SEL skills in our program. Our administrators use Panorama Education's SEL surveys twice a year to understand and develop teacher capacity to support every student socially and emotionally. Our Panorama SEL surveys help our team to understand and support each student with skills like growth mindset, self-efficacy, social awareness, and self-management. MSA-1 staff including the Expanded Learning program use a program known as Zones of Regulation. This program helps guide adolescents to make better choices in learning situations that require them to have better soft skills. It gives them time to journal through the computer, and see actual stories from real students who have experienced the same types of issues they may be experiencing., Furthermore, Zones of Regulation teaches conflict resolution skills directly to students. There is also a student leadership program that has a peer mentor component, so students can build bonds and develop leadership qualities. These student leaders help shape and guide the Expanded Learning program, and we teach them how to utilize advocacy to formulate the best Expanded Learning program for the school. The program also teaches executive functioning skills to help students with their academics in order to maintain a positive holistic educational experience through our STEAM

5

(Science, Technology, Engineering, Art, Athletics & Dance) Curriculum.

MSA-1 teachers and staff have been implementing Restorative Practices at campus to help students learn conflict resolution strategies and self-expression skills. Our students participate in a wide variety of activities, ranging from curricular, community and extracurricular activities. Expanded Learning students also receive support services they may need, from instructional and academic support, to psychological and emotional support. Since its inception, our school has worked hard to create a culture of "family" and our students feel that support every day. Our students have demonstrated their buy-in to the school culture through their participation in school sponsored activities, whether they take place before, during, or after school hours. We constantly ask and are given feedback about these varying activities and services from all educational partners within the MSA-1 family. Regardless of their ability levels, EL or SPED status, socioeconomic status, race, or religion, all MSA-1 students are comfortable with and willing to participate in activities offered by our school. The regular re-evaluation, by all educational partners, of programs and services offered is an effective way to assess students' participation in and need for alternative activities.

2—Active and Engaged Learning

Education research shows that time-on-task is positively associated with academic achievement. Time-on-task refers to the amount of time students spend attending to school-related tasks (Prater, 1992), such as following directions and engaging in learning activities. Students who are active participants in their knowledge acquisition and skill development own their learning and will perform at high levels of accomplishment. At the core of our Expanded Learning program design is to enable students more time-on-task to develop academic, social-emotional and physical skills. Our program design aims to actively engage students in learning at appropriate levels of difficulty throughout the day (Aronson, Zimmerman, & Carlos, 1998; Fisher, 2009; Prater, 1992).

The intervention programs will be the central and foremost important part of the school's Expanded Learning programs. Staff and tutors use effective programs such as McGraw Hill's StudySync designated ELD programs, MyOn Reading, IXL ,Alex learning and Khan Academy to improve student learning outcomes. MSA-1's students have access to Chromebooks during these Expanded Learning academic blocks. These programs allow staff to monitor the progress of participating students through software generated tests and personalized instructional materials. Staff members that run these sessions include regular classroom teachers and instructional aides to increase the effectiveness of these intervention hours.

Students work on various projects or activities including classroom projects and Project Based Learning during the Expanded Learning blocks. One goal of our program is to have a STEAM focused project, experiment, model or demo that will be shared with

6

parents quarterly and a drama and theater program to help our students who like to creatively express themselves. Many of our clubs are geared towards encouraging students to use higher levels of thinking, problem solving, and/or developing skills that are not normally fostered during the school day. Example activities include Robotics, Computer Applications, MathCounts, Robotics, Science Olympiad, Science Club, chess, photography, coding, choreography, video production, origami, knitting, song writing, beat making, multiple sport options, and the Student Council to tackle real world problems in a collaborative setting.

3—Skill Building

In the expanded learning programs, MSA-1 students develop their core subject area skills during the academic intervention and enrichment blocks. MSA-1 offers academic programs to complement in-class learning and educational experiences aligned with the Common Core Standards for English Language Arts and Mathematics, California Next Generation Science Standards and History-Social Science Standards. Academic tutoring and homework support are provided for each student based on areas of growth identified in individual student plans, student grades, standardized test scores, and teacher recommendations.

Goals for the educational and literacy element include;

1. Complement in-class ELA and Math instruction with active and engaging learning in an individualized or small group setting,
2. Provide students a time, place and resources for competency based academic enrichment programs, and
3. Provide students with a safe and supportive environment for catch-up work and homework completion.

7

MSA-1 EXPANDED LEARNING PROGRAM SAMPLE SCHEDULES

A- Nine-hour Regular School Day Sample Schedule

Time	Monday- Friday
6:00 AM- 8:00 AM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
3:00 PM - 4:00 PM	**Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee
4:00 PM -4:10 PM	**Nutrition Break**
4:10 PM -5:00 PM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
5:00 PM - 6:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges

8

B- Nine-hour Summer or Intersession Day Sample schedules

Time	Focus
8:00 AM - 11:30 AM	Summer School Classes /Day Camp Activities/Field Trip/Excursion Time and activities
11:30 AM -12: 30 PM	**Lunch Break**
12:30 PM - 5:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges **Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee

30 Day Planning:

14 Days Summer School 7/5-7/22
16 Days TBD; Fall, Winter & Spring Breaks

Tutoring: Referred by the classroom teachers, tutoring in core subject areas is provided by classroom teachers and tutors/instructional aides (ex: college students) every day for 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

Homework Help: Expanded Learning school staff monitors student completion of homework to help improve their academic performance and grades in classes. Homework help is available every day for a minimum of 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

9

4—Youth Voice and Leadership

MSA-1 currently has a Student Advisory Council, which works with the ELOP Task-Force and leadership team to establish and review program elements. This council works with the School Site Council composed of all stakeholders to develop projects led by youth. These include service-learning projects such as a cleanup, food drives, and other special events. Twice yearly, the program surveys all students enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students take an active role in the design of clubs and enrichment activities targeting interests and needs as determined by surveys and other feedback.

Students participate on the Student Advisory Council, attend quarterly advisory council meetings, and fill Student Representative roles on the council. They are involved in evaluation by assisting in the design and implementation of student, parent and teacher survey instruments implemented twice each year, and providing feedback. Students develop youth-oriented materials that report evaluation findings to peers and to the community. They solicit involvement and provide talks in the local community regarding the program. They take a leading role in blending Expanded Learning and community-based activities.

An Expanded Learning Advisory Council develops projects led by youth. These include a neighborhood and campus beautification project (such as murals), tutoring other students, and participating in recycling and community gardens, as well as other special events to support their school and community. Students will take field trips to multicultural events, such as plays and musicals, and engage in projects that build upon what they learn through these trips.

5—Healthy Choices and Behaviors

MSA-1's school wellness plan extends to cover Expanded Learning programs. All programs promote the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community.

Physical Fitness Programs: Students participate in a wide variety of physical activity during expanded learning hours. Expanded Learning sports programs, including soccer, basketball and volleyball, are provided by the Expanded Learning staff, and contracted

10

providers. These sports programs help students in starting life-long habits of regular physical activity. MSA-1's Expanded Learning staff collaborates with the school PE teachers on California Physical Fitness Test to determine the student's fitness levels and plan activities accordingly. Staff teach and participate in activities like martial arts and yoga, and model games such flag football, basketball, volleyball. Staff receive professional development training on building character, coaching, and building engaging athletic activity plans. Our program complies with several elements of a comprehensive physical education program 1) Students in all grades experience standards-based physical education in a sequential and comprehensive manner in an enjoyable, safe, and secure learning environment, 2) Physical education is taught as a positive experience to motivate students to be engaged in lifelong fitness and physical activity, not as a negative experience associated with punishment (e.g. running laps, doing push-ups, etc.) being forced upon them and serving as a detriment toward reaching fitness goals, and 3) Physical education is a structured instructional program with specific goals and objectives within expanded learning and as such, provide more opportunities for students to extend and refine the skills that were learned in the physical education programs during normal school hours.

Nutrition Education: Students participate in hands-on nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops, cooking demonstrations, taste tests, and other interactive activities. Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours. For example, students often work as a team to read the nutrition label on products, identify the ingredients, and then discuss ways to make better food choices. Working in coordination with nutrition educators, students participate in a routine and ongoing dialogue about the common foods they eat and how those foods affect their health. This is important to long term health because as students are introduced to the roots and origins of their food and how it works in their bodies, they understand how food choices impact their daily lives and health.

California Education Code (EC) Section 60800 requires each local educational agency (LEA) to administer a physical fitness test annually to all students in grades five, seven, and nine. The State Board of Education designated the FITNESSGRAM as the required Physical Fitness Test (PFT) for California public schools with the primary goal of assisting students in establishing lifelong habits of regular physical activity. Our Expanded Learning physical activity curriculum is designed to prepare students for this assessment utilizing engaging and fun activities designed to boost strength and metabolism and in turn increase health.

As part of the School Wellness Action Plan and best practice, MSA-1 uses USDA's "A Guide to Smart Snacks in School" resource for managing school vending machines, fundraisers, or snack bars to better understand the Smart Snacks standards. Typically because MSA-1 is on a co-located site we partner with LAUSD to offer the Hot Meal option for our students as part of our Prop 39 agreement.

11

Our healthy nutrition snack choices include:

- Smart Snack compliant Lay's Baked Barbecue Potato Chips
- Smart Snack compliant Kellogg's Cheez It Crackers Whole Grain 1oz 60ct
- Smart Snack compliant muffin otis spunkmeyer banana made with 51% whole grain naturally flavored individually wrapped 72/2 oz. 1 creditable grain ounce equivalent.

- We provide:
  - Fluid Milk – 8 ounces
  - Fruit, Vegetable, or 100 percent Juice – ¾ cup
  - Water

6—Diversity, Access, and Equity

Our program serves predominantly Latino (90.8%) and African-American (0.5%) students and families as well as other backgrounds that include White and Asian. MSA-1 links to the very strong commitment to diversity and celebration of student cultures that is a foundational feature of our school serving students and families and partnering in the program.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepare for postsecondary opportunities. The MSA-1 program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. To do this, the program actively recruits and hires staff that reflects the community of students served in the program. Orientation and ongoing professional development services provided quarterly include diversity and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served in the program, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) explicitly expresses this commitment to diversity and equity in all services. This commitment is further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners both in the physical environment and online through the MSA-1 school websites. Program staff and partners actively reach out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs.

Enrichment opportunities, guided by students themselves, embrace the diversity and

12

rich cultural heritage students and their families bring to the expanded learning program. STEAM projects (such as robotics) and mentorship opportunities provided to students explicitly allow students to explore themes of diversity and cultural expression while allowing them to connect to successful persons of color through partnerships.
Students with diverse needs

MSA-1 and MPS have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreach, marketing, and informational material regarding program services disseminated to students and family members. It is a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program.

As part of our student and parent surveys conducted twice yearly. The program gathers additional information regarding students with disabilities, English Language Learners, and other students with potential barriers to better understand the needs and implement services to meet these needs.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, parents, students to recruit and enroll these students. Staff meets with teachers at the beginning of each year and monthly to address concerns and integrate appropriate curriculum and materials to meet student needs and link learning from the regular school day with the expanded learning program. Working with teachers, program staff implements useful elements to a successful integration and work in partnership with teachers and parents to implement strategies to promote student learning and development.

With about 22.2% English Language Learners, MSA-1 shows a strong need for services to support these students in the out of school hours. According to the study on English Language Learners: Becoming Fluent in Afterschool (2011), Expanded Learning programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. MSA-1 uses McGraw Hill's StudySync Designated EL program and CHATS framework for curriculum and strategies to support EL students with integrated ELD in all subject areas. The programs will use peer assisted learning strategies, instructional conversations and literacy logs as best practices demonstrated by research to be effective in increasing EL achievement. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and reading comprehension assessments, scaffolded writing practice, ELPAC practice assessments, listening comprehension tasks, and read-alouds. Homework support will be provided each day and documented in journals. This is a critical need at target schools with high EL populations, as students often lack support to complete work at home.

13

7—Quality Staff

Expanded Learning program task force
The school established a program task force (ELOP-TF) that consists of representatives from the student body, parent groups, staff, and administration. The duty of the ELOP-TF is as follows:

1.   **Planning Phase:**
   ● Develop plans for the school to survey the needs of students through available formative and summative assessment data (CAASPP, NWEA Measures of Academic Progress (MAP) testing, midterm exams, formative classroom data, teacher self-evaluation/feedback, etc.) and educational partner surveys.
   ● Establish specific and SMART (Specific, Measurable, Attainable, Realistic and Timely) goals upon which the effectiveness of the Expanded Learning program will be evaluated.
   ● Using data and feedback from surveys, school administration and staff plan an effective program that will offer a variety of intervention and enrichment programs/activities to attract students and meet their needs.
   ● Communicate with parents and students to involve them in the planning process as well as to determine the potential number of students that will participate in the program.
   ● Plan effective ways to design the Expanded Learning programs in partnerships with key organizations, universities, colleges, etc.
   ● Assist selection, recruitment and onboarding of the personnel.

2.   **Implementation Phase:**
   ● Collect and analyze survey and/or assessment data quarterly.
   ● Hold quarterly meetings to review/revise the school-site specific and SMART goals based on the available data and make any necessary recommendations and/or adjustments to improve the programs accordingly.
   ● Manage professional development and training activities.
   ● Involve all school stakeholders and community members in the program implementation and improvement process through the Professional Learning Communities (PLCs) and the meetings/workshops designed for the parents as well as for the community members.
   ● Inform the related parties of the Expanded Learning program results through regular information and internal information sessions arranged for program designers and stakeholders, ongoing staff meetings, and quarterly program evaluation reports.
   ● Ensure all reporting requirements are met.

Staffing
MSA-1 has current job descriptions for staff and volunteers responsible for running the Expanded Learning programs.

14

The job qualifications and descriptions meet the criteria, at a minimum, the school district's qualifications for an instructional aide (EC Section 8483.4). MSA-1 recruits staff with at least two years of college experience. The minimum qualification for the Expanded Learning Coordinator is a bachelor's degree in education and preferably experience in program administration. The Expanded Learning Coordinator monitors staff and completes a professional development needs assessment of each staff member. Requirements are posted and advertised, and only candidates who meet all qualifications are hired. All Staff in the program are required to produce clear background checks through LiveScan and negative TB Test results, and complete the onboarding and training schedules with the Coordinator.

Selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is a critical element for candidates. The program recruits tutors with at least two years of college experience. Requirements are posted and advertised, and only candidates who meet all qualifications will be hired. The Site Coordinator monitors staff and completes a professional development needs assessment of each staff member. MPS leverages partnerships with community colleges (Santa Ana College) and universities such as UC Irvine and CSU Fullerton to recruit college-age tutors. Additional staff recruitment includes college career centers, social media, partner referrals, and recruitment websites such as Edjoin, Teachers-teachers and Indeed. Recruitment is led by the MPS Human Resources department, working with the Principal, and staff. Staff have clear titles and responsibilities, and receive a competitive salary.

The program follows the lead of the MPS program and makes it a priority to employ personnel who have succeeded in overcoming barriers of circumstances as found in the surrounding low-income communities. Program staff are predominantly from these same neighborhoods. They bring an understanding of the challenges and rewards of growing up in predominantly African American, Latino and low-income communities served by the MPS, and can build trusting relationships with students. All job postings and descriptions emphasize preference for local hires and specify skills, such as bilingual language abilities, that support hiring of personnel similar to our students. When possible, we strive to hire alum of MPS.

Professional Development and Trainings
Staff development is provided each quarter and is based on assessment of staff needs and program objectives. Our PDs for staff aim to expand knowledge of content standards and instructional methods for aligning standards to instruction. Program goals include content and curriculum skills for staff, plus implementation and evaluation methods to ensure that services meet program outcomes. Our orientations include an introduction to program components, materials, and strategies for tutoring, enrichment, physical education, and college preparation services. MSA-1 Expanded Learning staff attends existing school and MPS-wide PD opportunities for teachers. Each staff member receives an annual performance review and meets quarterly to assess performance. All staff receive an annual four-hour training on youth learning theories,

15

training methods, presentation techniques, and learning styles.

Professional development is part of the yearly program calendar, with topics that include evaluation, assessment, and data use, plus needs of English Learners and students with disabilities. PD includes tutoring instructional practices, parent communications, and training across components. Training for staff providing college preparation is provided by the MSA-1 and MPS home office staff. MSA-1 leadership team conducts annual performance reviews to outline staff performance, appraisals, and opportunities for improvements. This system helps to ensure retention among highly qualified staff in the program.

Coordination of the Expanded Learning programs, staffing, retention, professional development, and managing coordination of the Expanded Learning programs, staffing, retention, professional development, and managing the required reporting is the responsibility of the Expanded Learning Coordinator in supervision of the school principal and consultation with the Expanded Learning Task-Force.

Staff receive ongoing training and development to provide a safe and supportive environment aligned with the quality standards, including; respectfully welcoming and releasing students each day, and building and maintaining trusting and supportive relationships with students. Trainings and professional developments include;

- Emergency and Safety Procedures,
- Youth Suicide: Awareness and Prevention,
- Bullying: Recognition & Response, Drug Free Workplace,
- Sexual Harassment: Staff-to-Staff, Athletic Liability,
- Sexual Misconduct: Staff-to-Student, Bloodborne Pathogen Exposure Prevention,
- Mandated Reporter: Child Abuse and Neglect,
- Title IX and Gender Equity in Athletics,
- Incident Reporting,
- Social Emotional Learning,
- Youth Voice, Building Relationships with Children & Youth, and
- Understanding the Behavior of Children and Youth.

Sub Contractors

 MSA-1 runs its programs 100% with its own staff and resources.

8—Clear Vision, Mission, and Purpose

Inspiring Students in STEM Education and Careers
Serving about 85.8% Socioeconomically Disadvantaged students, our students and families lack the proper environment and resources to support quality learning experience beyond the school hours. According to 2018-19 CAASPP results, MSA-1's

16

students' proficiency rates are 44.78 in ELA and 30.131% in math. With about 22.2% English Language Learners, MSA-1 shows a strong need for services to support these students in the out of school hours. Our program also serves predominantly Latino (90.8%) and African-American (0.5%) students with disadvantaged backgrounds.

MSA-1 mission is graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. About 78.3% of our students are from under- represented and underserved populations. STEM education is an integral part of MSA-1 regular and expanded learning programs. Increased exposure to coding and computer literacy will enable MSA-1 students to make more authentic and real-life connections with STEM careers and pathways. Our Expanded Learning staff receive training on providing activities for students on STEM careers and fields including Code.org Video Series[1] in Careers in Tech, Naviance Career Exploration[2], CareerGirls[3] and SheHereos[4] programs.

MSA-1 Staff, including, teachers, and other instructional day staff, has already worked with the leadership team to develop objectives, benchmarks, outcomes, and contributed to the project design through the completion of need and program assessments that defined the mission, vision, goals, and expected outcomes of services provided for students enrolled.

MSA-1 was built on strong partnerships with community organizations to promote enrichment activities and partnerships with cultural centers with field trips to art exhibits. There is a strong emphasis on STEAM learning in the expanded learning program and this will be supported with science and technology field trips. The program offers mentoring programs with volunteers from local businesses and college students, Boys & Girls Clubs of America, and faith-based organizations serving the surrounding area.

The engagement with stakeholders that leads directly to program design and services has accountability mechanisms built into the project design to ensure high quality services to achieve project objectives by staff and partners. In collaboration with MPS home office, Expanded Learning Task-Force monitors and updates the Program Plan responsive to the school's changing needs and the needs of our community as well as project objectives achieved in the previous year. Program Plan and outcomes achieved by MSA-1 site where services are provided are tracked with attendance and program implementation reports that break down objectives and outcomes into quarterly benchmarks that ensure the project stays on track throughout the year. As staff populates reports with data on program attendance and project objectives each month, they are able to identify areas of weakness in order to ensure continuous improvement

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[1] Code.org Careers in Tech https://code.org/careers-in-tech
[2] Naviance Career Exploration https://www.naviance.com/resources/tag/career-exploration
[3] Career Girls https://www.careergirls.org
[4] SheHeroes http://www.sheheroes.org

17

in program operations. This monthly feedback loop keeps the project on track to achieve annual goals and outcomes. This framework of data collection and analysis drives the monthly review that Expanded Learning staff conducts with instructional school staff to analyze progress of Expanded Learning services and if they are successfully meeting the needs of the school students and families served.

The following program goals were developed in collaboration with all stakeholders, including students, teachers, parents and administrators:
1. Support all participating students to increase their proficiency in mathematics as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
2. Support all participating students to increase their proficiency in reading as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
3. Support all participating English learners to increase their language proficiency, as measured by the ELPAC.
4. Support all participating students to increase personal and social skills through social and cultural activities, as measured by Panorama Ed's SEL surveys.
5. Support all participating students to develop physical fitness through health and recreation programs, as measured by PFT.

9—Collaborative Partnerships

MSA-1's expanded learning programs are collaboratively designed in partnerships with several stakeholders in accordance with the CDE-ASD's Quality Standards for Expanded Learning Programs. At the school level, student council organizations, parent groups, school leadership teams, and school staff are involved. MSA- SA partners with the city of Santa Ana for their events and to find out about academic contests that students can participate in. Along with partnering with Santa Ana College, UC Irvine, and CSU Fullerton to attend their college events, do college tours, and participate in campus discussions and classes for the students who are really grasping the program and need a challenge.

At the management level, Magnolia Public Schools central office staff and its leadership team exhibited vision and support for the programs. The Home Office provides services to the charter schools, supports and holds accountable the charter schools for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the charter schools to receive services at a lower cost. The services of the Home Office include, but are not limited to academic, finance, operations, talent management, and external relations.

18

To further strengthen the program and increase sustainability, MSA-1 established partnerships with organizations and resources such as Santa Ana College and UC Irvine, and CSU Fullerton. As part of our partnerships, we recruit tutors and staff from these organizations, conduct campus visits, and involve our students in their educational enrichment programs such as dual enrollment, college visits, college application and financial aid presentations.

10—Continuous Quality Improvement

MSA-1 is committed to maintaining a data driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. Point-of-Service Quality Standards Programmatic Quality Standards Quality Standards for Expanded Learning Programs will steer the assessment, evaluation and improvement processes. The quality improvement process creates a framework of clear expectations, and a shared vision of quality among multiple stakeholders across all expanded learning sites. This sets forth a cycle of continuous quality improvement which is based on three steps:

> 1) Assessment of Program Quality, which employs data collection on the program using multiple strategies focusing on the standards,
> 2) Planning, which allows the program to reflect on program data use data to generate and implement an action plan for quality improvement, and
> 3) Improve Program Quality, which allows for staff to implement the action plan and reflect upon progress during implementation.

Once goals in the action plan are met, the action plan is reassessed which allows for ongoing rapid quality improvement. More than these steps, MSA-1's ASES vision for continuous quality improvement allows for quality improvement at the programmatic level, staff level, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever-changing base. MSA-1 establishes a clearly defined continuous quality improvement plan that includes:

> 1) outcomes improvement goals and action steps,
> 2) a timeline with dates for action steps and quality improvement discussions,
> 3) feedback from staff, youth, parents, and K-12 partners,
> 4) description of the information or data needed to assess quality, and
> 5) clear description of the responsibilities for each person on the improvement team.

This plan is used as the guiding document to facilitate continuous quality improvement across programs. Results of annual assessments will be used to make improvements to site specific program designs to meet the needs of the clientele at each site allowing for the program to be refined, improved and strengthened continuously to meet the evolving needs of the program base.

11—Program Management

Expanded Learning Opportunities Program Grant funding is used to implement MSA-1 quality Expanded Learning school programs in its entirety in alliance with its mission,

19

vision and goals. Funding will enable staffing and development, program resources, snacks, supplies and materials as well as covering costs from vendors.

MSA-1 Expanded Learning school programs are closely monitored by the principal and the leadership team as part of the ELOP Task Force. The Dean of students regularly coordinates all Expanded Learning school programs with the Expanded Learning coordinator and school staff. The MSA-1 principal and admin team commit to supporting the program and get on-boarding and training with the OC County Office of Education and our home office Magnolia Public Schools (EC Section 8483.3[c][6]).

The principal and the team operate the program on the school site (EC Section 8482.3[f][1]), meeting all statutory and regulatory requirements (EC Section 8484.6[b]). MSA-1 also acts as the only LEA fiscal agent for the grant administration. In accordance with the Programmatic Quality Standards in Quality Standards for Expanded Learning Programs, MSA-1 agrees for the planning and quality of the program for the duration of the grant period (EC Section 8482.3[f][3]).

Roles of Staff

- **Principal**: Responsible for program oversight, staff supervision, partnerships. Responsible for data analysis and quality improvement. Responsible for teacher led clubs, teams and activities.
- **Dean of Students**: Oversee compliance and program development. Responsible for compiling reports, verifying data, and managing reports.
- **Expanded Learning Coordinator**: Responsible for on-site program administration and oversight, including supervising staff such as Tutors and Enrichment Instructors. Prepares Attendance Reports.
- **Teachers** Provide enrichment**,** clubs, tutoring and athletics.
- **Tutors and Coaches**: implement programming at each site.
- **MPS Home Office Support Team**: Responsible for reviewing data analysis; provides feedback on quality improvement to ensure effective programs across the site. Prepare quarterly Expenditure Reports, manage internal and external audits. Ensures compliance and timelines.

Timeline of Tasks

- Review program goals progress data with ASES-Task force (quarterly).
- Review satisfaction survey results from prior academic year and use those results for pre-planning (June).
- Identify partners to support student learning (Ongoing).
- Annual staff development conference (July).
- Communicate with partners to ensure successful referrals for students and families (Ongoing).
- Expanded Learning Coordinator meets with the Dean of Students to review outcome data (monthly).

20

- The Quality improvement plan is monitored continuously. Dean of Students and Expanded Learning school coordinator work together to incorporate additions to quality improvement to allow for rapid cycle quality improvement (monthly).
- Program attendance entered and verified (weekly).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Midyear program evaluation (December)
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Annual performance evaluation for all staff (August- March).
- School attendance data reviewed and analyzed (July, December, May).
- Yearly satisfaction surveys conducted and administered to students, parents, and school staff (December and May).
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Program evaluation and improvement planning (December and May.)

Reporting Requirements

The online reporting will be used to submit quarterly expenditure reports. MPS Home office business department takes the leads in submission. Accurate attendance records will be kept using a clearly defined record keeping procedure. Attendance is reviewed daily by staff, weekly by the Expanded Learning coordinator and Principal. Actual student program attendance reports are sent to the EXLD on a semi-annual basis through the online database.

Sign-in/out Procedures

MSA-1's Expanded Learning school program commences immediately upon the conclusion of the regular school day, and operates a minimum of 15 hours per week, and at least until 6 p.m. on every regular school day.

Students sign students in with a complete signature and correct time recorded on sign in/out sheets. Parents/Guardians check out students with a complete signature and correct time recorded on sign in/out sheets.

Early Release Policy

MSA-1 staff follows CDE's Early release and late arrival policies and procedures (EC Section 8483[a][1]).

Students may be released for the reasons below. The responsible party will communicate with school staff to arrange the release and sign out procedure. The Expanded Learning Coordinator will be in charge of the communication and management of the release.

21

1. Off-site enrichment programs
2. Family emergency
3. Family needs
4. Medical appointment
5. Transportation
6. Child accident/injury
7. Safety issues (darkness, weather)
8. Participation in school athletic programs and team sports
9. Other conditions (reasons must be explicitly communicated and approved)

Successful and impactful Expanded Learning programs have been the key element of Magnolia Science Academy's educational program as outlined in its charter petition. MSA-1 has been heavily investing in these programs for several years and seen the positive effect on our students and communities that we serve. So far, we have developed systems, protocols and routines in the program with training, resources and practices. Our experienced staff will make sure that goals of the project continue to be met with activities in its Expanded Learning program. MSA-1 Expanded Learning staff will have access to technical, structural support and resources through MPS Home Office and other funding resources to maintain and sustain the program. Specifically, the Home Office development department secures funding from philanthropies such as Joseph Drown Foundation, WallMart Foundation, and others.

Sustainability processes include quarterly partner meetings with existing and potential partners. Partners provide input in services and resources they offer. They support evaluations and are incorporated in proposals and ongoing private and public funding solicitations to sustain the Expanded Learning services. The MPS development department works to ensure expanded learning sustainability through private funds and individual giving efforts.

Sustainability is critical for expanded learning programs, and is supported by community partnerships and alignment of private and public resources and our school. MSA-1 builds upon partnerships to link, align, and sustain services, public and private partners in Los Angeles County. MSA-1 also solicits public funding to sustain services to name a few:

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22

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

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Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

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23

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared and Submitted by:

MAGNOLIA SCIENCE ACADEMY-2

17125 Victory Blvd., Van Nuys, CA 91406

School Website

https://www.msa2.magnoliapublicschools.org/

June 10, 2022

1

Name of Local Educational Agency and Expanded Learning Opportunities Program Site

Local Educational Agency (LEA) Name: Magnolia Science Academy-2

Contact Name: David Garner

Contact Email: dgarner@magnoliapublicschools.org

Contact Phone: 818.758.0300

List of the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

Magnolia Science Academy-2

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Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in *EC* Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

2

TABLE OF CONTENTS

3

Background and Demographics

Magnolia Science Academy -2 (MSA-2) is a directly funded traditional charter school and provides education to 504 students enrolled in grades 6 through 12 in the 2021-22 academic year. The school has been operating under the Magnolia Public Schools Board ("MPS Board") which is serving ten independent charter schools in the Greater Los Angeles Area, Santa Ana, and San Diego. MSA-2 has been serving students in Los Angeles County since the fall of 2009 with a mission of graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. MSA-2 is still expanding in Los Angeles County while increasing the count and percentages of students.

Academic Year	Low Grade	High Grade	Enrollment (Ages 5-17)	FRPM Count (Ages 5-17)	Percent (%) Eligible FRPM (Ages 5-17)
2020-2021	6	12	464	386	83.2%
2021-2022	6	12	504	386	76.6%

Other significant student groups that serves are as follows.

2021-2022	English Learners	Foster Youth	Special Needs	Section 504	Homeless
Count	75	1	84	17	6
Percentage	14.9%	0.2%	16.7%	3.4%	1.2%

MSA-2 has been integrating strong expanded learning programs as an extension of its educational program since its inception. Our teachers host academic intervention and enrichment programs as well as sponsor clubs when the regular school day is over. Every day, students in the program attend academic remediation and enrichment activities, get nutritious snacks and engage in physical, social and emotional development programs until 6:00 pm.

4

1—Safe and Supportive Environment

MSA-2's current program is run by the school team. MSA-2 leadership team along with the Magnolia Public Schools Home Office team oversees the safe and supportive environment for the Expanded Learning program. MSA-2's site includes a big campus with access to 15 classrooms and two office spaces. The campus includes a gym and outdoor playground.

MSA-2 operates a Comprehensive School Safety Plan which encompasses the Expanded Learning program. The plan is reviewed yearly by a committee consisting of local law enforcement, school site council, school admin team, MPS home office team and approved by Magnolia Public Schools Governing Board.

The Comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. Our plan is implemented to protect the safety of students, staff and visitors and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students, staff and visitors.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

Social and Emotional Learning (SEL) skills are critical to school, career, and life success of our students. Our staff play a significant role in helping students develop strong SEL skills in our program. Our administrators use Panorama Education's SEL surveys twice a year to understand and develop teacher capacity to support every student socially and emotionally. Our Panorama SEL surveys help our team to understand and support each student with skills like growth mindset, self-efficacy, social awareness, and self-management. MSA-2 staff including the Expanded Learning program use a program known as Zones of Regulation. This program helps guide adolescents to make better choices in learning situations that require them to have better soft skills. It gives them time to journal through the computer, and see actual stories from real students who have experienced the same types of issues they may be experiencing., Furthermore, Zones of Regulation teaches conflict resolution skills directly to students. There is also a student leadership program that has a peer mentor component, so students can build bonds and develop leadership qualities. These student leaders help shape and guide the Expanded Learning program, and we teach them how to utilize advocacy to formulate the best Expanded Learning program for the school. The program also teaches executive functioning skills to help students with their academics in order to maintain a positive holistic educational experience through our STEAM

5

(Science, Technology, Engineering, Art, Athletics & Dance) Curriculum.

MSA-2teachers and staff have been implementing Restorative Practices at campus to help students learn conflict resolution strategies and self-expression skills. Our students participate in a wide variety of activities, ranging from curricular, community and extracurricular activities. Expanded Learning students also receive support services they may need, from instructional and academic support, to psychological and emotional support. Since its inception, our school has worked hard to create a culture of "family" and our students feel that support every day. Our students have demonstrated their buy-in to the school culture through their participation in school sponsored activities, whether they take place before, during, or after school hours. We constantly ask and are given feedback about these varying activities and services from all educational partners within the MSA-2 family. Regardless of their ability levels, EL or SPED status, socioeconomic status, race, or religion, all MSA-2 students are comfortable with and willing to participate in activities offered by our school. The regular re-evaluation, by all educational partners, of programs and services offered is an effective way to assess students' participation in and need for alternative activities.

2—Active and Engaged Learning

Education research shows that time-on-task is positively associated with academic achievement. Time-on-task refers to the amount of time students spend attending to school-related tasks (Prater, 1992), such as following directions and engaging in learning activities. Students who are active participants in their knowledge acquisition and skill development own their learning and will perform at high levels of accomplishment. At the core of our Expanded Learning program design is to enable students more time-on-task to develop academic, social-emotional and physical skills. Our program design aims to actively engage students in learning at appropriate levels of difficulty throughout the day (Aronson, Zimmerman, & Carlos, 1998; Fisher, 2009; Prater, 1992).

The intervention programs will be the central and foremost important part of the school's Expanded Learning programs. Staff and tutors use effective programs such as McGraw Hill's StudySync designated ELD programs, MyOn Reading, IXL ,Alex learning and Khan Academy to improve student learning outcomes. MSA-2's students have access to Chromebooks during these Expanded Learning academic blocks. These programs allow staff to monitor the progress of participating students through software generated tests and personalized instructional materials. Staff members that run these sessions include regular classroom teachers and instructional aides to increase the effectiveness of these intervention hours.

Students work on various projects or activities including classroom projects and Project Based Learning during the Expanded Learning blocks. One goal of our program is to have a STEAM focused project, experiment, model or demo that will be shared with

6

parents quarterly and a drama and theater program to help our students who like to creatively express themselves. Many of our clubs are geared towards encouraging students to use higher levels of thinking, problem solving, and/or developing skills that are not normally fostered during the school day. Example activities include Robotics, Computer Applications, MathCounts, Robotics, Science Olympiad, Science Club, chess, photography, coding, choreography, video production, origami, knitting, song writing, beat making, multiple sport options, and the Student Council to tackle real world problems in a collaborative setting.

3—Skill Building

In the expanded learning programs, MSA-2 students develop their core subject area skills during the academic intervention and enrichment blocks. MSA-2 offers academic programs to complement in-class learning and educational experiences aligned with the Common Core Standards for English Language Arts and Mathematics, California Next Generation Science Standards and History-Social Science Standards. Academic tutoring and homework support are provided for each student based on areas of growth identified in individual student plans, student grades, standardized test scores, and teacher recommendations.

Goals for the educational and literacy element include;

1. Complement in-class ELA and Math instruction with active and engaging learning in an individualized or small group setting,
2. Provide students a time, place and resources for competency based academic enrichment programs, and
3. Provide students with a safe and supportive environment for catch-up work and homework completion.

7

MSA-2 EXPANDED LEARNING PROGRAM SAMPLE SCHEDULES

A- Nine-hour Regular School Day Sample Schedule

Time	Monday- Friday
6:00 AM- 8:00 AM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
3:00 PM - 4:00 PM	**Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee
4:00 PM -4:10 PM	**Nutrition Break**
4:10 PM -5:00 PM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
5:00 PM - 6:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges

8

B- Nine-hour Summer or Intersession Day Sample schedules

Time	Focus
8:00 AM - 11:30 AM	Summer School Classes /Day Camp Activities/Field Trip/Excursion Time and activities
11:30 AM -12: 30 PM	**Lunch Break**
12:30 PM - 5:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges **Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee

30 Day Planning:

14 Days Summer School 7/5-7/22
16 Days TBD; Fall, Winter & Spring Breaks

Tutoring: Referred by the classroom teachers, tutoring in core subject areas is provided by classroom teachers and tutors/instructional aides (ex: college students) every day for 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

Homework Help: Expanded Learning school staff monitors student completion of homework to help improve their academic performance and grades in classes. Homework help is available every day for a minimum of 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

9

4—Youth Voice and Leadership

MSA-2 currently has a Student Advisory Council, which works with the ELOP Task-Force and leadership team to establish and review program elements. This council works with the School Site Council composed of all stakeholders to develop projects led by youth. These include service-learning projects such as a cleanup, food drives, and other special events. Twice yearly, the program surveys all students enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students take an active role in the design of clubs and enrichment activities targeting interests and needs as determined by surveys and other feedback.

Students participate on the Student Advisory Council, attend quarterly advisory council meetings, and fill Student Representative roles on the council. They are involved in evaluation by assisting in the design and implementation of student, parent and teacher survey instruments implemented twice each year, and providing feedback. Students develop youth-oriented materials that report evaluation findings to peers and to the community. They solicit involvement and provide talks in the local community regarding the program. They take a leading role in blending Expanded Learning and community-based activities.

An Expanded Learning Advisory Council develops projects led by youth. These include a neighborhood and campus beautification project (such as murals), tutoring other students, and participating in recycling and community gardens, as well as other special events to support their school and community. Students will take field trips to multicultural events, such as plays and musicals, and engage in projects that build upon what they learn through these trips.

5—Healthy Choices and Behaviors

MSA-2's school wellness plan extends to cover Expanded Learning programs. All programs promote the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community.

Physical Fitness Programs: Students participate in a wide variety of physical activity during expanded learning hours. Expanded Learning sports programs, including soccer, basketball and volleyball, are provided by the Expanded Learning staff, and contracted

10

providers. These sports programs help students in starting life-long habits of regular physical activity. MSA-2's Expanded Learning staff collaborates with the school PE teachers on California Physical Fitness Test to determine the student's fitness levels and plan activities accordingly. Staff teach and participate in activities like martial arts and yoga, and model games such flag football, basketball, volleyball. Staff receive professional development training on building character, coaching, and building engaging athletic activity plans. Our program complies with several elements of a comprehensive physical education program 1) Students in all grades experience standards-based physical education in a sequential and comprehensive manner in an enjoyable, safe, and secure learning environment, 2) Physical education is taught as a positive experience to motivate students to be engaged in lifelong fitness and physical activity, not as a negative experience associated with punishment (e.g. running laps, doing push-ups, etc.) being forced upon them and serving as a detriment toward reaching fitness goals, and 3) Physical education is a structured instructional program with specific goals and objectives within expanded learning and as such, provide more opportunities for students to extend and refine the skills that were learned in the physical education programs during normal school hours.

Nutrition Education: Students participate in hands-on nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops**,** cooking demonstrations, taste tests, and other interactive activities. Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours. For example, students often work as a team to read the nutrition label on products, identify the ingredients, and then discuss ways to make better food choices. Working in coordination with nutrition educators, students participate in a routine and ongoing dialogue about the common foods they eat and how those foods affect their health. This is important to long term health because as students are introduced to the roots and origins of their food and how it works in their bodies, they understand how food choices impact their daily lives and health.

California Education Code (EC) Section 60800 requires each local educational agency (LEA) to administer a physical fitness test annually to all students in grades five, seven, and nine. The State Board of Education designated the FITNESSGRAM as the required Physical Fitness Test (PFT) for California public schools with the primary goal of assisting students in establishing lifelong habits of regular physical activity. Our Expanded Learning physical activity curriculum is designed to prepare students for this assessment utilizing engaging and fun activities designed to boost strength and metabolism and in turn increase health.

As part of the School Wellness Action Plan and best practice, MSA-2 uses USDA's "A Guide to Smart Snacks in School" resource for managing school vending machines, fundraisers, or snack bars to better understand the Smart Snacks standards. Typically because MSA-2 is on a co-located site we partner with LAUSD to offer the Hot Meal option for our students as part of our Prop 39 agreement.

11

Our healthy nutrition snack choices include:

- Smart Snack compliant Lay's Baked Barbecue Potato Chips
- Smart Snack compliant Kellogg's Cheez It Crackers Whole Grain 1oz 60ct
- Smart Snack compliant muffin otis spunkmeyer banana made with 51% whole grain naturally flavored individually wrapped 72/2 oz. 1 creditable grain ounce equivalent.

- We provide:
    - Fluid Milk – 8 ounces
    - Fruit, Vegetable, or 100 percent Juice – ¾ cup
    - Water

6—Diversity, Access, and Equity

Our program serves predominantly Latino (89.1%) and African-American (2.0%) students and families as well as other backgrounds that include White and Asian. MSA-2 links to the very strong commitment to diversity and celebration of student cultures that is a foundational feature of our school serving students and families and partnering in the program.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepare for postsecondary opportunities. The MSA-2 program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. To do this, the program actively recruits and hires staff that reflects the community of students served in the program. Orientation and ongoing professional development services provided quarterly include diversity and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served in the program, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) explicitly expresses this commitment to diversity and equity in all services. This commitment is further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners both in the physical environment and online through the MSA-2 school websites. Program staff and partners actively reach out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs.

Enrichment opportunities, guided by students themselves, embrace the diversity and

12

rich cultural heritage students and their families bring to the expanded learning program. STEAM projects (such as robotics) and mentorship opportunities provided to students explicitly allow students to explore themes of diversity and cultural expression while allowing them to connect to successful persons of color through partnerships.
Students with diverse needs

MSA-2 and MPS have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreach, marketing, and informational material regarding program services disseminated to students and family members. It is a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program.

As part of our student and parent surveys conducted twice yearly. The program gathers additional information regarding students with disabilities, English Language Learners, and other students with potential barriers to better understand the needs and implement services to meet these needs.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, parents, students to recruit and enroll these students. Staff meets with teachers at the beginning of each year and monthly to address concerns and integrate appropriate curriculum and materials to meet student needs and link learning from the regular school day with the expanded learning program. Working with teachers, program staff implements useful elements to a successful integration and work in partnership with teachers and parents to implement strategies to promote student learning and development.

With about 14.9% English Language Learners, MSA-2 shows a strong need for services to support these students in the out of school hours. According to the study on English Language Learners: Becoming Fluent in Afterschool (2011), Expanded Learning programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. MSA-2 uses McGraw Hill's StudySync Designated EL program and CHATS framework for curriculum and strategies to support EL students with integrated ELD in all subject areas. The programs will use peer assisted learning strategies, instructional conversations and literacy logs as best practices demonstrated by research to be effective in increasing EL achievement. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and reading comprehension assessments, scaffolded writing practice, ELPAC practice assessments, listening comprehension tasks, and read-alouds. Homework support will be provided each day and documented in journals. This is a critical need at target schools with high EL populations, as students often lack support to complete work at home.

13

7—Quality Staff

Expanded Learning program task force
The school established a program task force (ELOP-TF) that consists of representatives from the student body, parent groups, staff, and administration. The duty of the ELOP-TF is as follows:

1. **Planning Phase:**
    ● Develop plans for the school to survey the needs of students through available formative and summative assessment data (CAASPP, NWEA Measures of Academic Progress (MAP) testing, midterm exams, formative classroom data, teacher self-evaluation/feedback, etc.) and educational partner surveys.
    ● Establish specific and SMART (Specific, Measurable, Attainable, Realistic and Timely) goals upon which the effectiveness of the Expanded Learning program will be evaluated.
    ● Using data and feedback from surveys, school administration and staff plan an effective program that will offer a variety of intervention and enrichment programs/activities to attract students and meet their needs.
    ● Communicate with parents and students to involve them in the planning process as well as to determine the potential number of students that will participate in the program.
    ● Plan effective ways to design the Expanded Learning programs in partnerships with key organizations, universities, colleges, etc.
    ● Assist selection, recruitment and onboarding of the personnel.

2. **Implementation Phase:**
    ● Collect and analyze survey and/or assessment data quarterly.
    ● Hold quarterly meetings to review/revise the school-site specific and SMART goals based on the available data and make any necessary recommendations and/or adjustments to improve the programs accordingly.
    ● Manage professional development and training activities.
    ● Involve all school stakeholders and community members in the program implementation and improvement process through the Professional Learning Communities (PLCs) and the meetings/workshops designed for the parents as well as for the community members.
    ● Inform the related parties of the Expanded Learning program results through regular information and internal information sessions arranged for program designers and stakeholders, ongoing staff meetings, and quarterly program evaluation reports.
    ● Ensure all reporting requirements are met.

Staffing
MSA-2 has current job descriptions for staff and volunteers responsible for running the Expanded Learning programs.

14

The job qualifications and descriptions meet the criteria, at a minimum, the school district's qualifications for an instructional aide (EC Section 8483.4). MSA-2 recruits staff with at least two years of college experience. The minimum qualification for the Expanded Learning Coordinator is a bachelor's degree in education and preferably experience in program administration. The Expanded Learning Coordinator monitors staff and completes a professional development needs assessment of each staff member. Requirements are posted and advertised, and only candidates who meet all qualifications are hired. All Staff in the program are required to produce clear background checks through LiveScan and negative TB Test results, and complete the onboarding and training schedules with the Coordinator.

Selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is a critical element for candidates. The program recruits tutors with at least two years of college experience. Requirements are posted and advertised, and only candidates who meet all qualifications will be hired. The Site Coordinator monitors staff and completes a professional development needs assessment of each staff member. MPS leverages partnerships with community colleges (Santa Ana College) and universities such as UC Irvine and CSU Fullerton to recruit college-age tutors. Additional staff recruitment includes college career centers, social media, partner referrals, and recruitment websites such as Edjoin, Teachers-teachers and Indeed. Recruitment is led by the MPS Human Resources department, working with the Principal, and staff. Staff have clear titles and responsibilities, and receive a competitive salary.

The program follows the lead of the MPS program and makes it a priority to employ personnel who have succeeded in overcoming barriers of circumstances as found in the surrounding low-income communities. Program staff are predominantly from these same neighborhoods. They bring an understanding of the challenges and rewards of growing up in predominantly African American, Latino and low-income communities served by the MPS, and can build trusting relationships with students. All job postings and descriptions emphasize preference for local hires and specify skills, such as bilingual language abilities, that support hiring of personnel similar to our students. When possible, we strive to hire alum of MPS.

Professional Development and Trainings
Staff development is provided each quarter and is based on assessment of staff needs and program objectives. Our PDs for staff aim to expand knowledge of content standards and instructional methods for aligning standards to instruction. Program goals include content and curriculum skills for staff, plus implementation and evaluation methods to ensure that services meet program outcomes. Our orientations include an introduction to program components, materials, and strategies for tutoring, enrichment, physical education, and college preparation services. MSA-2 Expanded Learning staff attends existing school and MPS-wide PD opportunities for teachers. Each staff member receives an annual performance review and meets quarterly to assess performance. All staff receive an annual four-hour training on youth learning theories,

15

training methods, presentation techniques, and learning styles.

Professional development is part of the yearly program calendar, with topics that include evaluation, assessment, and data use, plus needs of English Learners and students with disabilities. PD includes tutoring instructional practices, parent communications, and training across components. Training for staff providing college preparation is provided by the MSA-2 and MPS home office staff. MSA-2 leadership team conducts annual performance reviews to outline staff performance, appraisals, and opportunities for improvements. This system helps to ensure retention among highly qualified staff in the program.

Coordination of the Expanded Learning programs, staffing, retention, professional development, and managing coordination of the Expanded Learning programs, staffing, retention, professional development, and managing the required reporting is the responsibility of the Expanded Learning Coordinator in supervision of the school principal and consultation with the Expanded Learning Task-Force.

Staff receive ongoing training and development to provide a safe and supportive environment aligned with the quality standards, including; respectfully welcoming and releasing students each day, and building and maintaining trusting and supportive relationships with students. Trainings and professional developments include;

- Emergency and Safety Procedures,
- Youth Suicide: Awareness and Prevention,
- Bullying: Recognition & Response, Drug Free Workplace,
- Sexual Harassment: Staff-to-Staff, Athletic Liability,
- Sexual Misconduct: Staff-to-Student, Bloodborne Pathogen Exposure Prevention,
- Mandated Reporter: Child Abuse and Neglect,
- Title IX and Gender Equity in Athletics,
- Incident Reporting,
- Social Emotional Learning,
- Youth Voice, Building Relationships with Children & Youth, and
- Understanding the Behavior of Children and Youth.

Sub Contractors

 MSA-2 runs its programs 100% with its own staff and resources.

8—Clear Vision, Mission, and Purpose

Inspiring Students in STEM Education and Careers
Serving about 82.5% Socioeconomically Disadvantaged students, our students and families lack the proper environment and resources to support quality learning experience beyond the school hours. According to 2018-19 CAASPP results, MSA-2's

16

students' proficiency rates are 41.11% in ELA and 27.87% in math. With about 14.9% English Language Learners, MSA-2 shows a strong need for services to support these students in the out of school hours. Our program also serves predominantly Latino (89.1%) and African-American (2%) students with disadvantaged backgrounds.

MSA-2 mission is graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. About 76.6% of our students are from under- represented and underserved populations. STEM education is an integral part of MSA-2 regular and expanded learning programs. Increased exposure to coding and computer literacy will enable MSA-2 students to make more authentic and real-life connections with STEM careers and pathways. Our Expanded Learning staff receive training on providing activities for students on STEM careers and fields including Code.org Video Series[1] in Careers in Tech, Naviance Career Exploration[2], CareerGirls[3] and SheHereos[4] programs.

MSA-2 Staff, including, teachers, and other instructional day staff, has already worked with the leadership team to develop objectives, benchmarks, outcomes, and contributed to the project design through the completion of need and program assessments that defined the mission, vision, goals, and expected outcomes of services provided for students enrolled.

MSA-2 was built on strong partnerships with community organizations to promote enrichment activities and partnerships with cultural centers with field trips to art exhibits. There is a strong emphasis on STEAM learning in the expanded learning program and this will be supported with science and technology field trips. The program offers mentoring programs with volunteers from local businesses and college students, Boys & Girls Clubs of America, and faith-based organizations serving the surrounding area.

The engagement with stakeholders that leads directly to program design and services has accountability mechanisms built into the project design to ensure high quality services to achieve project objectives by staff and partners. In collaboration with MPS home office, Expanded Learning Task-Force monitors and updates the Program Plan responsive to the school's changing needs and the needs of our community as well as project objectives achieved in the previous year. Program Plan and outcomes achieved by MSA-2 site where services are provided are tracked with attendance and program implementation reports that break down objectives and outcomes into quarterly benchmarks that ensure the project stays on track throughout the year. As staff populates reports with data on program attendance and project objectives each month, they are able to identify areas of weakness in order to ensure continuous improvement

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[1] Code.org Careers in Tech https://code.org/careers-in-tech

[2] Naviance Career Exploration https://www.naviance.com/resources/tag/career-exploration

[3] Career Girls https://www.careergirls.org

[4] SheHeroes http://www.sheheroes.org

17

in program operations. This monthly feedback loop keeps the project on track to achieve annual goals and outcomes. This framework of data collection and analysis drives the monthly review that Expanded Learning staff conducts with instructional school staff to analyze progress of Expanded Learning services and if they are successfully meeting the needs of the school students and families served.

The following program goals were developed in collaboration with all stakeholders, including students, teachers, parents and administrators:
1. Support all participating students to increase their proficiency in mathematics as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
2. Support all participating students to increase their proficiency in reading as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
3. Support all participating English learners to increase their language proficiency, as measured by the ELPAC.
4. Support all participating students to increase personal and social skills through social and cultural activities, as measured by Panorama Ed's SEL surveys.
5. Support all participating students to develop physical fitness through health and recreation programs, as measured by PFT.

9—Collaborative Partnerships

MSA-2's expanded learning programs are collaboratively designed in partnerships with several stakeholders in accordance with the CDE-ASD's Quality Standards for Expanded Learning Programs. At the school level, student council organizations, parent groups, school leadership teams, and school staff are involved. MSA- SA partners with the city of Santa Ana for their events and to find out about academic contests that students can participate in. Along with partnering with Santa Ana College, UC Irvine, and CSU Fullerton to attend their college events, do college tours, and participate in campus discussions and classes for the students who are really grasping the program and need a challenge.

At the management level, Magnolia Public Schools central office staff and its leadership team exhibited vision and support for the programs. The Home Office provides services to the charter schools, supports and holds accountable the charter schools for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the charter schools to receive services at a lower cost. The services of the Home Office include, but are not limited to academic, finance, operations, talent management, and external relations.

18

To further strengthen the program and increase sustainability, MSA-2 established partnerships with organizations and resources such as Santa Ana College and UC Irvine, and CSU Fullerton. As part of our partnerships, we recruit tutors and staff from these organizations, conduct campus visits, and involve our students in their educational enrichment programs such as dual enrollment, college visits, college application and financial aid presentations.

10—Continuous Quality Improvement

MSA-2 is committed to maintaining a data driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. Point-of-Service Quality Standards Programmatic Quality Standards Quality Standards for Expanded Learning Programs will steer the assessment, evaluation and improvement processes. The quality improvement process creates a framework of clear expectations, and a shared vision of quality among multiple stakeholders across all expanded learning sites. This sets forth a cycle of continuous quality improvement which is based on three steps:

> 1) Assessment of Program Quality, which employs data collection on the program using multiple strategies focusing on the standards,
> 2) Planning, which allows the program to reflect on program data use data to generate and implement an action plan for quality improvement, and
> 3) Improve Program Quality, which allows for staff to implement the action plan and reflect upon progress during implementation.

Once goals in the action plan are met, the action plan is reassessed which allows for ongoing rapid quality improvement. More than these steps, MSA-2's ASES vision for continuous quality improvement allows for quality improvement at the programmatic level, staff level, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever-changing base. MSA-2 establishes a clearly defined continuous quality improvement plan that includes:

> 1) outcomes improvement goals and action steps,
> 2) a timeline with dates for action steps and quality improvement discussions,
> 3) feedback from staff, youth, parents, and K-12 partners,
> 4) description of the information or data needed to assess quality, and
> 5) clear description of the responsibilities for each person on the improvement team.

This plan is used as the guiding document to facilitate continuous quality improvement across programs. Results of annual assessments will be used to make improvements to site specific program designs to meet the needs of the clientele at each site allowing for the program to be refined, improved and strengthened continuously to meet the evolving needs of the program base.

11—Program Management

Expanded Learning Opportunities Program Grant funding is used to implement MSA-2 quality Expanded Learning school programs in its entirety in alliance with its mission,

19

vision and goals. Funding will enable staffing and development, program resources, snacks, supplies and materials as well as covering costs from vendors.

MSA-2 Expanded Learning school programs are closely monitored by the principal and the leadership team as part of the ELOP Task Force. The Dean of students regularly coordinates all Expanded Learning school programs with the Expanded Learning coordinator and school staff. The MSA-2 principal and admin team commit to supporting the program and get on-boarding and training with the OC County Office of Education and our home office Magnolia Public Schools (EC Section 8483.3[c][6]).

The principal and the team operate the program on the school site (EC Section 8482.3[f][1]), meeting all statutory and regulatory requirements (EC Section 8484.6[b]). MSA-2 also acts as the only LEA fiscal agent for the grant administration. In accordance with the Programmatic Quality Standards in Quality Standards for Expanded Learning Programs, MSA-2 agrees for the planning and quality of the program for the duration of the grant period (EC Section 8482.3[f][3]).

Roles of Staff

- **Principal**: Responsible for program oversight, staff supervision, partnerships. Responsible for data analysis and quality improvement. Responsible for teacher led clubs, teams and activities.
- **Dean of Students**: Oversee compliance and program development. Responsible for compiling reports, verifying data, and managing reports.
- **Expanded Learning Coordinator**: Responsible for on-site program administration and oversight, including supervising staff such as Tutors and Enrichment Instructors. Prepares Attendance Reports.
- **Teachers** Provide enrichment**,** clubs, tutoring and athletics.
- **Tutors and Coaches**: implement programming at each site.
- **MPS Home Office Support Team**: Responsible for reviewing data analysis; provides feedback on quality improvement to ensure effective programs across the site. Prepare quarterly Expenditure Reports, manage internal and external audits. Ensures compliance and timelines.

Timeline of Tasks

- Review program goals progress data with ASES-Task force (quarterly).
- Review satisfaction survey results from prior academic year and use those results for pre-planning (June).
- Identify partners to support student learning (Ongoing).
- Annual staff development conference (July).
- Communicate with partners to ensure successful referrals for students and families (Ongoing).
- Expanded Learning Coordinator meets with the Dean of Students to review outcome data (monthly).

20

- The Quality improvement plan is monitored continuously. Dean of Students and Expanded Learning school coordinator work together to incorporate additions to quality improvement to allow for rapid cycle quality improvement (monthly).
- Program attendance entered and verified (weekly).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Midyear program evaluation (December)
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Annual performance evaluation for all staff (August- March).
- School attendance data reviewed and analyzed (July, December, May).
- Yearly satisfaction surveys conducted and administered to students, parents, and school staff (December and May).
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Program evaluation and improvement planning (December and May.)

Reporting Requirements

The online reporting will be used to submit quarterly expenditure reports. MPS Home office business department takes the leads in submission. Accurate attendance records will be kept using a clearly defined record keeping procedure. Attendance is reviewed daily by staff, weekly by the Expanded Learning coordinator and Principal. Actual student program attendance reports are sent to the EXLD on a semi-annual basis through the online database.

Sign-in/out Procedures

MSA-2's Expanded Learning school program commences immediately upon the conclusion of the regular school day, and operates a minimum of 15 hours per week, and at least until 6 p.m. on every regular school day.

Students sign students in with a complete signature and correct time recorded on sign in/out sheets. Parents/Guardians check out students with a complete signature and correct time recorded on sign in/out sheets.

Early Release Policy

MSA-2 staff follows CDE's Early release and late arrival policies and procedures (EC Section 8483[a][1]).

Students may be released for the reasons below. The responsible party will communicate with school staff to arrange the release and sign out procedure. The Expanded Learning Coordinator will be in charge of the communication and management of the release.

21

1. Off-site enrichment programs
2. Family emergency
3. Family needs
4. Medical appointment
5. Transportation
6. Child accident/injury
7. Safety issues (darkness, weather)
8. Participation in school athletic programs and team sports
9. Other conditions (reasons must be explicitly communicated and approved)

Successful and impactful Expanded Learning programs have been the key element of Magnolia Science Academy's educational program as outlined in its charter petition. MSA-2 has been heavily investing in these programs for several years and seen the positive effect on our students and communities that we serve. So far, we have developed systems, protocols and routines in the program with training, resources and practices. Our experienced staff will make sure that goals of the project continue to be met with activities in its Expanded Learning program. MSA-2 Expanded Learning staff will have access to technical, structural support and resources through MPS Home Office and other funding resources to maintain and sustain the program. Specifically, the Home Office development department secures funding from philanthropies such as Joseph Drown Foundation, WallMart Foundation, and others.

Sustainability processes include quarterly partner meetings with existing and potential partners. Partners provide input in services and resources they offer. They support evaluations and are incorporated in proposals and ongoing private and public funding solicitations to sustain the Expanded Learning services. The MPS development department works to ensure expanded learning sustainability through private funds and individual giving efforts.

Sustainability is critical for expanded learning programs, and is supported by community partnerships and alignment of private and public resources and our school. MSA-2 builds upon partnerships to link, align, and sustain services, public and private partners in the Valley. MSA-2 also solicits public funding to sustain services to name a few:

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22

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

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Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

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23

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared and Submitted by:

MAGNOLIA SCIENCE ACADEMY-3

1254 E. Helmick Street, Carson, CA 90746

School Website

https://www.msa3.magnoliapublicschools.org/

June 10, 2022

1

Name of Local Educational Agency and Expanded Learning Opportunities Program Site

Local Educational Agency (LEA) Name: Magnolia Science Academy-3

Contact Name: Zekeriya Ocel

Contact Email:zocel@magnoliapublicschools.org

Contact Phone: (310) 637-3806

List of the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

Magnolia Science Academy-3

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Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in *EC* Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

2

TABLE OF CONTENTS

3

Background and Demographics

Magnolia Science Academy -3 (MSA-3) is a directly funded traditional charter school and provides education to 417 students enrolled in grades 6 through 12 in the 2021-22 academic year. The school has been operating under the Magnolia Public Schools Board ("MPS Board") which is serving ten independent charter schools in the Greater Los Angeles Area, Santa Ana, and San Diego. MSA-3 has been serving students in Los Angeles County since the fall of 2009 with a mission of graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. MSA-3 is still expanding in Carson while increasing the count and percentages of students.

Academic Year	Low Grade	High Grade	Enrollment (Ages 5-17)	FRPM Count (Ages 5-17)	Percent (%) Eligible FRPM (Ages 5-17)
2020-2021	6	12	416	289	69.3%
2021-2022	6	12	417	311	74.6%

Other significant student groups that serves are as follows.

2021-2022	English Learners	Foster Youth	Special Needs	Section 504	Homeless
Count	27	1	46	11	4
Percentage	6.5%	0.2%	11.0%	2.6%	1.0%

MSA-3 has been integrating strong expanded learning programs as an extension of its educational program since its inception. Our teachers host academic intervention and enrichment programs as well as sponsor clubs when the regular school day is over. Every day, students in the program attend academic remediation and enrichment activities, get nutritious snacks and engage in physical, social and emotional development programs until 6:00 pm.

4

1—Safe and Supportive Environment

MSA-3's current program is run by the school team. MSA-3 leadership team along with the Magnolia Public Schools Home Office team oversees the safe and supportive environment for the Expanded Learning program. MSA-3's site includes a big campus with access to 15 classrooms and two office spaces. The campus includes a gym and outdoor playground.

MSA-3 operates a Comprehensive School Safety Plan which encompasses the Expanded Learning program. The plan is reviewed yearly by a committee consisting of local law enforcement, school site council, school admin team, MPS home office team and approved by Magnolia Public Schools Governing Board.

The Comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. Our plan is implemented to protect the safety of students, staff and visitors and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students, staff and visitors.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

Social and Emotional Learning (SEL) skills are critical to school, career, and life success of our students. Our staff play a significant role in helping students develop strong SEL skills in our program. Our administrators use Panorama Education's SEL surveys twice a year to understand and develop teacher capacity to support every student socially and emotionally. Our Panorama SEL surveys help our team to understand and support each student with skills like growth mindset, self-efficacy, social awareness, and self-management. MSA-3 staff including the Expanded Learning program use a program known as Zones of Regulation. This program helps guide adolescents to make better choices in learning situations that require them to have better soft skills. It gives them time to journal through the computer, and see actual stories from real students who have experienced the same types of issues they may be experiencing., Furthermore, Zones of Regulation teaches conflict resolution skills directly to students. There is also a student leadership program that has a peer mentor component, so students can build bonds and develop leadership qualities. These student leaders help shape and guide the Expanded Learning program, and we teach them how to utilize advocacy to formulate the best Expanded Learning program for the school. The program also teaches executive functioning skills to help students with their academics in order to maintain a positive holistic educational experience through our STEAM

5

(Science, Technology, Engineering, Art, Athletics & Dance) Curriculum.

MSA-3teachers and staff have been implementing Restorative Practices at campus to help students learn conflict resolution strategies and self-expression skills. Our students participate in a wide variety of activities, ranging from curricular, community and extracurricular activities. Expanded Learning students also receive support services they may need, from instructional and academic support, to psychological and emotional support. Since its inception, our school has worked hard to create a culture of "family" and our students feel that support every day. Our students have demonstrated their buy-in to the school culture through their participation in school sponsored activities, whether they take place before, during, or after school hours. We constantly ask and are given feedback about these varying activities and services from all educational partners within the MSA-3 family. Regardless of their ability levels, EL or SPED status, socioeconomic status, race, or religion, all MSA-3 students are comfortable with and willing to participate in activities offered by our school. The regular re-evaluation, by all educational partners, of programs and services offered is an effective way to assess students' participation in and need for alternative activities.

2—Active and Engaged Learning

Education research shows that time-on-task is positively associated with academic achievement. Time-on-task refers to the amount of time students spend attending to school-related tasks (Prater, 1992), such as following directions and engaging in learning activities. Students who are active participants in their knowledge acquisition and skill development own their learning and will perform at high levels of accomplishment. At the core of our Expanded Learning program design is to enable students more time-on-task to develop academic, social-emotional and physical skills. Our program design aims to actively engage students in learning at appropriate levels of difficulty throughout the day (Aronson, Zimmerman, & Carlos, 1998; Fisher, 2009; Prater, 1992).

The intervention programs will be the central and foremost important part of the school's Expanded Learning programs. Staff and tutors use effective programs such as McGraw Hill's StudySync designated ELD programs, MyOn Reading, IXL ,Alex learning and Khan Academy to improve student learning outcomes. MSA-3's students have access to Chromebooks during these Expanded Learning academic blocks. These programs allow staff to monitor the progress of participating students through software generated tests and personalized instructional materials. Staff members that run these sessions include regular classroom teachers and instructional aides to increase the effectiveness of these intervention hours.

Students work on various projects or activities including classroom projects and Project Based Learning during the Expanded Learning blocks. One goal of our program is to have a STEAM focused project, experiment, model or demo that will be shared with

6

parents quarterly and a drama and theater program to help our students who like to creatively express themselves. Many of our clubs are geared towards encouraging students to use higher levels of thinking, problem solving, and/or developing skills that are not normally fostered during the school day. Example activities include Robotics, Computer Applications, MathCounts, Robotics, Science Olympiad, Science Club, chess, photography, coding, choreography, video production, origami, knitting, song writing, beat making, multiple sport options, and the Student Council to tackle real world problems in a collaborative setting.

3—Skill Building

In the expanded learning programs, MSA-3 students develop their core subject area skills during the academic intervention and enrichment blocks. MSA-3 offers academic programs to complement in-class learning and educational experiences aligned with the Common Core Standards for English Language Arts and Mathematics, California Next Generation Science Standards and History-Social Science Standards. Academic tutoring and homework support are provided for each student based on areas of growth identified in individual student plans, student grades, standardized test scores, and teacher recommendations.

Goals for the educational and literacy element include;

1. Complement in-class ELA and Math instruction with active and engaging learning in an individualized or small group setting,
2. Provide students a time, place and resources for competency based academic enrichment programs, and
3. Provide students with a safe and supportive environment for catch-up work and homework completion.

7

MSA-3 EXPANDED LEARNING PROGRAM SAMPLE SCHEDULES

A- Nine-hour Regular School Day Sample Schedule

Time	Monday- Friday
7:45AM-8:25 AM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
3:40 PM - 4:30 PM	**Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee
4:30 PM -4:45 PM	**Nutrition Break**
4:10 PM -5:00 PM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
5:00 PM - 6:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges

8

B- Nine-hour Summer or Intersession Day Sample schedules

Time	Focus
8:00 AM - 11:30 AM	Summer School Classes /Day Camp Activities/Field Trip/Excursion Time and activities
11:30 AM -12: 30 PM	**Lunch Break**
12:30 PM - 5:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges **Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee

30 Day Planning:

4 days outdoor educational experience
4 days College Exploration Field Trips
16 days of Academic/Sports Club gatherings on weekends
6 days of Academic Enrichment

Tutoring: Referred by the classroom teachers, tutoring in core subject areas is provided by classroom teachers and tutors/instructional aides (ex: college students) every day for 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

Homework Help: Expanded Learning school staff monitors student completion of homework to help improve their academic performance and grades in classes. Homework help is available every day for a minimum of 50 minutes. Paper folders and

9

google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

4—Youth Voice and Leadership

MSA-3 currently has a Student Advisory Council, which works with the ELOP Task-Force and leadership team to establish and review program elements. This council works with the School Site Council composed of all stakeholders to develop projects led by youth. These include service-learning projects such as a cleanup, food drives, and other special events. Twice yearly, the program surveys all students enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students take an active role in the design of clubs and enrichment activities targeting interests and needs as determined by surveys and other feedback.

Students participate on the Student Advisory Council, attend quarterly advisory council meetings, and fill Student Representative roles on the council. They are involved in evaluation by assisting in the design and implementation of student, parent and teacher survey instruments implemented twice each year, and providing feedback. Students develop youth-oriented materials that report evaluation findings to peers and to the community. They solicit involvement and provide talks in the local community regarding the program. They take a leading role in blending Expanded Learning and community-based activities.

An Expanded Learning Advisory Council develops projects led by youth. These include a neighborhood and campus beautification project (such as murals), tutoring other students, and participating in recycling and community gardens, as well as other special events to support their school and community. Students will take field trips to multicultural events, such as plays and musicals, and engage in projects that build upon what they learn through these trips.

5—Healthy Choices and Behaviors

MSA-3's school wellness plan extends to cover Expanded Learning programs. All programs promote the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community.

10

Physical Fitness Programs: Students participate in a wide variety of physical activity during expanded learning hours. Expanded Learning sports programs, including soccer, basketball and volleyball, are provided by the Expanded Learning staff, and contracted providers. These sports programs help students in starting life-long habits of regular physical activity. MSA-3's Expanded Learning staff collaborates with the school PE teachers on California Physical Fitness Test to determine the student's fitness levels and plan activities accordingly. Staff teach and participate in activities like martial arts and yoga, and model games such flag football, basketball, volleyball. Staff receive professional development training on building character, coaching, and building engaging athletic activity plans. Our program complies with several elements of a comprehensive physical education program 1) Students in all grades experience standards-based physical education in a sequential and comprehensive manner in an enjoyable, safe, and secure learning environment, 2) Physical education is taught as a positive experience to motivate students to be engaged in lifelong fitness and physical activity, not as a negative experience associated with punishment (e.g. running laps, doing push-ups, etc.) being forced upon them and serving as a detriment toward reaching fitness goals, and 3) Physical education is a structured instructional program with specific goals and objectives within expanded learning and as such, provide more opportunities for students to extend and refine the skills that were learned in the physical education programs during normal school hours.

Nutrition Education: Students participate in hands-on nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops, cooking demonstrations, taste tests, and other interactive activities. Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours. For example, students often work as a team to read the nutrition label on products, identify the ingredients, and then discuss ways to make better food choices. Working in coordination with nutrition educators, students participate in a routine and ongoing dialogue about the common foods they eat and how those foods affect their health. This is important to long term health because as students are introduced to the roots and origins of their food and how it works in their bodies, they understand how food choices impact their daily lives and health.

California Education Code (EC) Section 60800 requires each local educational agency (LEA) to administer a physical fitness test annually to all students in grades five, seven, and nine. The State Board of Education designated the FITNESSGRAM as the required Physical Fitness Test (PFT) for California public schools with the primary goal of assisting students in establishing lifelong habits of regular physical activity. Our Expanded Learning physical activity curriculum is designed to prepare students for this assessment utilizing engaging and fun activities designed to boost strength and metabolism and in turn increase health.

As part of the School Wellness Action Plan and best practice, MSA-3 uses USDA's "A Guide to Smart Snacks in School" resource for managing school vending machines,

11

fundraisers, or snack bars to better understand the Smart Snacks standards. Typically because MSA-3 is on a co-located site we partner with LAUSD to offer the Hot Meal option for our students as part of our Prop 39 agreement.

Our healthy nutrition snack choices include:

- Smart Snack compliant Lay's Baked Barbecue Potato Chips
- Smart Snack compliant Kellogg's Cheez It Crackers Whole Grain 1oz 60ct
- Smart Snack compliant muffin otis spunkmeyer banana made with 51% whole grain naturally flavored individually wrapped 72/2 oz. 1 creditable grain ounce equivalent.

- We provide:
  - Fluid Milk – 8 ounces
  - Fruit, Vegetable, or 100 percent Juice – ¾ cup
  - Water

6—Diversity, Access, and Equity

Our program serves predominantly Latino (59.2%) and African-American (35.5%) students and families as well as other backgrounds that include White and Asian. MSA-3 links to the very strong commitment to diversity and celebration of student cultures that is a foundational feature of our school serving students and families and partnering in the program.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepare for postsecondary opportunities. The MSA-3 program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. To do this, the program actively recruits and hires staff that reflects the community of students served in the program. Orientation and ongoing professional development services provided quarterly include diversity and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served in the program, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) explicitly expresses this commitment to diversity and equity in all services. This commitment is further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners both in the physical environment and online through the MSA-3 school websites. Program staff and partners actively reach out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to

12

support student and family needs.

Enrichment opportunities, guided by students themselves, embrace the diversity and rich cultural heritage students and their families bring to the expanded learning program. STEAM projects (such as robotics) and mentorship opportunities provided to students explicitly allow students to explore themes of diversity and cultural expression while allowing them to connect to successful persons of color through partnerships.
Students with diverse needs

MSA-3 and MPS have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreach, marketing, and informational material regarding program services disseminated to students and family members. It is a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program.

As part of our student and parent surveys conducted twice yearly. The program gathers additional information regarding students with disabilities, English Language Learners, and other students with potential barriers to better understand the needs and implement services to meet these needs.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, parents, students to recruit and enroll these students. Staff meets with teachers at the beginning of each year and monthly to address concerns and integrate appropriate curriculum and materials to meet student needs and link learning from the regular school day with the expanded learning program. Working with teachers, program staff implements useful elements to a successful integration and work in partnership with teachers and parents to implement strategies to promote student learning and development.

With about 6% English Language Learners, MSA-3 shows a strong need for services to support these students in the out of school hours. According to the study on English Language Learners: Becoming Fluent in Afterschool (2011), Expanded Learning programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. MSA-3 uses McGraw Hill's StudySync Designated EL program and CHATS framework for curriculum and strategies to support EL students with integrated ELD in all subject areas. The programs will use peer assisted learning strategies, instructional conversations and literacy logs as best practices demonstrated by research to be effective in increasing EL achievement. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and reading comprehension assessments, scaffolded writing practice, ELPAC practice assessments, listening comprehension tasks, and read-alouds. Homework support will be provided each day and documented in journals. This is a critical need at target schools with high EL populations, as students often lack support to complete work at home.

13

7—Quality Staff

Expanded Learning program task force
The school established a program task force (ELOP-TF) that consists of representatives from the student body, parent groups, staff, and administration. The duty of the ELOP-TF is as follows:

1. **Planning Phase:**
   - Develop plans for the school to survey the needs of students through available formative and summative assessment data (CAASPP, NWEA Measures of Academic Progress (MAP) testing, midterm exams, formative classroom data, teacher self-evaluation/feedback, etc.) and educational partner surveys.
   - Establish specific and SMART (Specific, Measurable, Attainable, Realistic and Timely) goals upon which the effectiveness of the Expanded Learning program will be evaluated.
   - Using data and feedback from surveys, school administration and staff plan an effective program that will offer a variety of intervention and enrichment programs/activities to attract students and meet their needs.
   - Communicate with parents and students to involve them in the planning process as well as to determine the potential number of students that will participate in the program.
   - Plan effective ways to design the Expanded Learning programs in partnerships with key organizations, universities, colleges, etc.
   - Assist selection, recruitment and onboarding of the personnel.

2. **Implementation Phase:**
   - Collect and analyze survey and/or assessment data quarterly.
   - Hold quarterly meetings to review/revise the school-site specific and SMART goals based on the available data and make any necessary recommendations and/or adjustments to improve the programs accordingly.
   - Manage professional development and training activities.
   - Involve all school stakeholders and community members in the program implementation and improvement process through the Professional Learning Communities (PLCs) and the meetings/workshops designed for the parents as well as for the community members.
   - Inform the related parties of the Expanded Learning program results through regular information and internal information sessions arranged for program designers and stakeholders, ongoing staff meetings, and quarterly program evaluation reports.
   - Ensure all reporting requirements are met.

Staffing

14

MSA-3 has current job descriptions for staff and volunteers responsible for running the Expanded Learning programs.

The job qualifications and descriptions meet the criteria, at a minimum, the school district's qualifications for an instructional aide (EC Section 8483.4). MSA-3 recruits staff with at least two years of college experience. The minimum qualification for the Expanded Learning Coordinator is a bachelor's degree in education and preferably experience in program administration. The Expanded Learning Coordinator monitors staff and completes a professional development needs assessment of each staff member. Requirements are posted and advertised, and only candidates who meet all qualifications are hired. All Staff in the program are required to produce clear background checks through LiveScan and negative TB Test results, and complete the onboarding and training schedules with the Coordinator.

Selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is a critical element for candidates. The program recruits tutors with at least two years of college experience. Requirements are posted and advertised, and only candidates who meet all qualifications will be hired. The Site Coordinator monitors staff and completes a professional development needs assessment of each staff member. MPS leverages partnerships with community colleges (Santa Ana College) and universities such as UC Irvine and CSU Fullerton to recruit college-age tutors. Additional staff recruitment includes college career centers, social media, partner referrals, and recruitment websites such as Edjoin, Teachers-teachers and Indeed. Recruitment is led by the MPS Human Resources department, working with the Principal, and staff. Staff have clear titles and responsibilities, and receive a competitive salary.

The program follows the lead of the MPS program and makes it a priority to employ personnel who have succeeded in overcoming barriers of circumstances as found in the surrounding low-income communities. Program staff are predominantly from these same neighborhoods. They bring an understanding of the challenges and rewards of growing up in predominantly African American, Latino and low-income communities served by the MPS, and can build trusting relationships with students. All job postings and descriptions emphasize preference for local hires and specify skills, such as bilingual language abilities, that support hiring of personnel similar to our students. When possible, we strive to hire alum of MPS.

Professional Development and Trainings
Staff development is provided each quarter and is based on assessment of staff needs and program objectives. Our PDs for staff aim to expand knowledge of content standards and instructional methods for aligning standards to instruction. Program goals include content and curriculum skills for staff, plus implementation and evaluation methods to ensure that services meet program outcomes. Our orientations include an introduction to program components, materials, and strategies for tutoring, enrichment, physical education, and college preparation services. MSA-3 Expanded Learning staff attends existing school and MPS-wide PD opportunities for teachers. Each staff

15

member receives an annual performance review and meets quarterly to assess performance. All staff receive an annual four-hour training on youth learning theories, training methods, presentation techniques, and learning styles.

Professional development is part of the yearly program calendar, with topics that include evaluation, assessment, and data use, plus needs of English Learners and students with disabilities. PD includes tutoring instructional practices, parent communications, and training across components. Training for staff providing college preparation is provided by the MSA-3 and MPS home office staff. MSA-3 leadership team conducts annual performance reviews to outline staff performance, appraisals, and opportunities for improvements. This system helps to ensure retention among highly qualified staff in the program.

Coordination of the Expanded Learning programs, staffing, retention, professional development, and managing coordination of the Expanded Learning programs, staffing, retention, professional development, and managing the required reporting is the responsibility of the Expanded Learning Coordinator in supervision of the school principal and consultation with the Expanded Learning Task-Force.

Staff receive ongoing training and development to provide a safe and supportive environment aligned with the quality standards, including; respectfully welcoming and releasing students each day, and building and maintaining trusting and supportive relationships with students. Trainings and professional developments include;

- Emergency and Safety Procedures,
- Youth Suicide: Awareness and Prevention,
- Bullying: Recognition & Response, Drug Free Workplace,
- Sexual Harassment: Staff-to-Staff, Athletic Liability,
- Sexual Misconduct: Staff-to-Student, Bloodborne Pathogen Exposure Prevention,
- Mandated Reporter: Child Abuse and Neglect,
- Title IX and Gender Equity in Athletics,
- Incident Reporting,
- Social Emotional Learning,
- Youth Voice, Building Relationships with Children & Youth, and
- Understanding the Behavior of Children and Youth.

Sub Contractors

MSA-3 runs its programs 100% with its own staff and resources.

8—Clear Vision, Mission, and Purpose

Inspiring Students in STEM Education and Careers
Serving about 79.4% Socioeconomically Disadvantaged students, our students and

16

families lack the proper environment and resources to support quality learning experience beyond the school hours. According to 2018-19 CAASPP results, MSA-3's students' proficiency rates are 35.67% in ELA and 17.37% in math. With about 6.5% English Language Learners, MSA-3 shows a strong need for services to support these students in the out of school hours. Our program also serves predominantly Latino (59.2%) and African-American (35.5%) students with disadvantaged backgrounds.

MSA-3 mission is graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. About 74.6% of our students are from under- represented and underserved populations. STEM education is an integral part of MSA-3 regular and expanded learning programs. Increased exposure to coding and computer literacy will enable MSA-3 students to make more authentic and real-life connections with STEM careers and pathways. Our Expanded Learning staff receive training on providing activities for students on STEM careers and fields including Code.org Video Series[1] in Careers in Tech, Naviance Career Exploration[2], CareerGirls[3] and SheHereos[4] programs.

MSA-3 Staff, including, teachers, and other instructional day staff, has already worked with the leadership team to develop objectives, benchmarks, outcomes, and contributed to the project design through the completion of need and program assessments that defined the mission, vision, goals, and expected outcomes of services provided for students enrolled.

MSA-3 was built on strong partnerships with community organizations to promote enrichment activities and partnerships with cultural centers with field trips to art exhibits. There is a strong emphasis on STEAM learning in the expanded learning program and this will be supported with science and technology field trips. The program offers mentoring programs with volunteers from local businesses and college students, Boys & Girls Clubs of America, and faith-based organizations serving the surrounding area.

The engagement with stakeholders that leads directly to program design and services has accountability mechanisms built into the project design to ensure high quality services to achieve project objectives by staff and partners. In collaboration with MPS home office, Expanded Learning Task-Force monitors and updates the Program Plan responsive to the school's changing needs and the needs of our community as well as project objectives achieved in the previous year. Program Plan and outcomes achieved by MSA-3 site where services are provided are tracked with attendance and program implementation reports that break down objectives and outcomes into quarterly benchmarks that ensure the project stays on track throughout the year. As staff

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[1] Code.org Careers in Tech https://code.org/careers-in-tech
[2] Naviance Career Exploration https://www.naviance.com/resources/tag/career-exploration
[3] Career Girls https://www.careergirls.org
[4] SheHeroes http://www.sheheroes.org

17

populates reports with data on program attendance and project objectives each month, they are able to identify areas of weakness in order to ensure continuous improvement in program operations. This monthly feedback loop keeps the project on track to achieve annual goals and outcomes. This framework of data collection and analysis drives the monthly review that Expanded Learning staff conducts with instructional school staff to analyze progress of Expanded Learning services and if they are successfully meeting the needs of the school students and families served.

The following program goals were developed in collaboration with all stakeholders, including students, teachers, parents and administrators:
1. Support all participating students to increase their proficiency in mathematics as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
2. Support all participating students to increase their proficiency in reading as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
3. Support all participating English learners to increase their language proficiency, as measured by the ELPAC.
4. Support all participating students to increase personal and social skills through social and cultural activities, as measured by Panorama Ed's SEL surveys.
5. Support all participating students to develop physical fitness through health and recreation programs, as measured by PFT.

9—Collaborative Partnerships

MSA-3's expanded learning programs are collaboratively designed in partnerships with several stakeholders in accordance with the CDE-ASD's Quality Standards for Expanded Learning Programs. At the school level, student council organizations, parent groups, school leadership teams, and school staff are involved. MSA- SA partners with the city of Santa Ana for their events and to find out about academic contests that students can participate in. Along with partnering with Santa Ana College, UC Irvine, and CSU Fullerton to attend their college events, do college tours, and participate in campus discussions and classes for the students who are really grasping the program and need a challenge.

At the management level, Magnolia Public Schools central office staff and its leadership team exhibited vision and support for the programs. The Home Office provides services to the charter schools, supports and holds accountable the charter schools for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the charter schools to receive services at a lower cost. The services of the Home Office include, but are not limited to academic, finance, operations, talent management, and external relations.

18

To further strengthen the program and increase sustainability, MSA-3 established partnerships with organizations and resources such as Santa Ana College and UC Irvine, and CSU Fullerton. As part of our partnerships, we recruit tutors and staff from these organizations, conduct campus visits, and involve our students in their educational enrichment programs such as dual enrollment, college visits, college application and financial aid presentations.

10—Continuous Quality Improvement

MSA-3 is committed to maintaining a data driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. Point-of-Service Quality Standards Programmatic Quality Standards Quality Standards for Expanded Learning Programs will steer the assessment, evaluation and improvement processes. The quality improvement process creates a framework of clear expectations, and a shared vision of quality among multiple stakeholders across all expanded learning sites. This sets forth a cycle of continuous quality improvement which is based on three steps:

1) Assessment of Program Quality, which employs data collection on the program using multiple strategies focusing on the standards,
2) Planning, which allows the program to reflect on program data use data to generate and implement an action plan for quality improvement, and
3) Improve Program Quality, which allows for staff to implement the action plan and reflect upon progress during implementation.

Once goals in the action plan are met, the action plan is reassessed which allows for ongoing rapid quality improvement. More than these steps, MSA-3's ASES vision for continuous quality improvement allows for quality improvement at the programmatic level, staff level, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever-changing base. MSA-3 establishes a clearly defined continuous quality improvement plan that includes:

1) outcomes improvement goals and action steps,
2) a timeline with dates for action steps and quality improvement discussions,
3) feedback from staff, youth, parents, and K-12 partners,
4) description of the information or data needed to assess quality, and
5) clear description of the responsibilities for each person on the improvement team.

This plan is used as the guiding document to facilitate continuous quality improvement across programs. Results of annual assessments will be used to make improvements to site specific program designs to meet the needs of the clientele at each site allowing for the program to be refined, improved and strengthened continuously to meet the evolving needs of the program base.

19

11—Program Management

Expanded Learning Opportunities Program Grant funding is used to implement MSA-3 quality Expanded Learning school programs in its entirety in alliance with its mission, vision and goals. Funding will enable staffing and development, program resources, snacks, supplies and materials as well as covering costs from vendors.

MSA-3 Expanded Learning school programs are closely monitored by the principal and the leadership team as part of the ELOP Task Force. The Dean of students regularly coordinates all Expanded Learning school programs with the Expanded Learning coordinator and school staff. The MSA-3 principal and admin team commit to supporting the program and get on-boarding and training with the OC County Office of Education and our home office Magnolia Public Schools (EC Section 8483.3[c][6]).

The principal and the team operate the program on the school site (EC Section 8482.3[f][1]), meeting all statutory and regulatory requirements (EC Section 8484.6[b]). MSA-3 also acts as the only LEA fiscal agent for the grant administration. In accordance with the Programmatic Quality Standards in Quality Standards for Expanded Learning Programs, MSA-3 agrees for the planning and quality of the program for the duration of the grant period (EC Section 8482.3[f][3]).

Roles of Staff

- **Principal**: Responsible for program oversight, staff supervision, partnerships. Responsible for data analysis and quality improvement. Responsible for teacher led clubs, teams and activities.
- **Dean of Students**: Oversee compliance and program development. Responsible for compiling reports, verifying data, and managing reports.
- **Expanded Learning Coordinator**: Responsible for on-site program administration and oversight, including supervising staff such as Tutors and Enrichment Instructors. Prepares Attendance Reports.
- **Teachers** Provide enrichment, clubs, tutoring and athletics.
- **Tutors and Coaches**: implement programming at each site.
- **MPS Home Office Support Team**: Responsible for reviewing data analysis; provides feedback on quality improvement to ensure effective programs across the site. Prepare quarterly Expenditure Reports, manage internal and external audits. Ensures compliance and timelines.

Timeline of Tasks

- Review program goals progress data with ASES-Task force (quarterly).
- Review satisfaction survey results from prior academic year and use those results for pre-planning (June).
- Identify partners to support student learning (Ongoing).
- Annual staff development conference (July).
- Communicate with partners to ensure successful referrals for students and families (Ongoing).

20

- Expanded Learning Coordinator meets with the Dean of Students to review outcome data (monthly).
- The Quality improvement plan is monitored continuously. Dean of Students and Expanded Learning school coordinator work together to incorporate additions to quality improvement to allow for rapid cycle quality improvement (monthly).
- Program attendance entered and verified (weekly).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Midyear program evaluation (December)
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Annual performance evaluation for all staff (August- March).
- School attendance data reviewed and analyzed (July, December, May).
- Yearly satisfaction surveys conducted and administered to students, parents, and school staff (December and May).
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Program evaluation and improvement planning (December and May.)

Reporting Requirements
The online reporting will be used to submit quarterly expenditure reports. MPS Home office business department takes the leads in submission. Accurate attendance records will be kept using a clearly defined record keeping procedure. Attendance is reviewed daily by staff, weekly by the Expanded Learning coordinator and Principal. Actual student program attendance reports are sent to the EXLD on a semi-annual basis through the online database.

Sign-in/out Procedures

MSA-3's Expanded Learning school program commences immediately upon the conclusion of the regular school day, and operates a minimum of 15 hours per week, and at least until 6 p.m. on every regular school day.

Students sign students in with a complete signature and correct time recorded on sign in/out sheets. Parents/Guardians check out students with a complete signature and correct time recorded on sign in/out sheets.

Early Release Policy

MSA-3 staff follows CDE's Early release and late arrival policies and procedures (EC Section 8483[a][1]).

Students may be released for the reasons below. The responsible party will communicate with school staff to arrange the release and sign out procedure. The

21

Expanded Learning Coordinator will be in charge of the communication and management of the release.

1. Off-site enrichment programs
2. Family emergency
3. Family needs
4. Medical appointment
5. Transportation
6. Child accident/injury
7. Safety issues (darkness, weather)
8. Participation in school athletic programs and team sports
9. Other conditions (reasons must be explicitly communicated and approved)

Successful and impactful Expanded Learning programs have been the key element of Magnolia Science Academy's educational program as outlined in its charter petition. MSA-3 has been heavily investing in these programs for several years and seen the positive effect on our students and communities that we serve. So far, we have developed systems, protocols and routines in the program with training, resources and practices. Our experienced staff will make sure that goals of the project continue to be met with activities in its Expanded Learning program. MSA-3 Expanded Learning staff will have access to technical, structural support and resources through MPS Home Office and other funding resources to maintain and sustain the program. Specifically, the Home Office development department secures funding from philanthropies such as Joseph Drown Foundation, WallMart Foundation, and others.

Sustainability processes include quarterly partner meetings with existing and potential partners. Partners provide input in services and resources they offer. They support evaluations and are incorporated in proposals and ongoing private and public funding solicitations to sustain the Expanded Learning services. The MPS development department works to ensure expanded learning sustainability through private funds and individual giving efforts.

Sustainability is critical for expanded learning programs, and is supported by community partnerships and alignment of private and public resources and our school. MSA-3 builds upon partnerships to link, align, and sustain services, public and private partners in Carson. MSA-3 also solicits public funding to sustain services to name a few:

22

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

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Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

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23

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared and Submitted by:

MAGNOLIA SCIENCE ACADEMY-5

Magnolia Science Academy - 5 Los Lobos

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Jun 4, 2022

1

Name of Local Educational Agency and Expanded Learning Opportunities Program Site

Local Educational Agency (LEA) Name: Magnolia Science Academy-5

Contact Name: Ali Kaplan

Contact Email:akaplan@magnoliapublicschools.org

Contact Phone: (818) 705-5676

List of the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

_____Magnolia Science Academy-5_____

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Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in *EC* Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

2

TABLE OF CONTENTS

Background and Demographics

Magnolia Science Academy-5 (MSA-5) is a directly funded traditional charter school and provides education to 247 students enrolled in grades 6 through 12 in the 2021-22 academic year. The school has been operating under the Magnolia Public Schools Board ("MPS Board") which is serving ten independent charter schools in the Greater Los Angeles Area, Santa Ana, and San Diego. MSA-5 has been serving students in Los Angeles County since the fall of 2008 with a mission of graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. MSA-5 is still expanding in Los Angeles County while increasing the count and percentages of students.

Academic Year	Low Grade	High Grade	Enrollment (Ages 5-17)	FRPM Count (Ages 5-17)	Percent (%) Eligible FRPM (Ages 5-17)
2020-2021	6	12	290	256	88.3%
2021-2022	6	12	247	223	90.3%

Other significant student groups that serves are as follows.

2021-2022	English Learners	Foster Youth	Special Needs	Section 504	Homeless
Count	79	1	40	1	0
Percentage	32%	0.4%	16.2%	0.4%	0

MSA-5 has been integrating strong expanded learning programs as an extension of its educational program since its inception. Our teachers host academic intervention and enrichment programs as well as sponsor clubs when the regular school day is over. Every day, students in the program attend academic remediation and enrichment activities, get nutritious snacks and engage in physical, social and emotional development programs until 6:00 pm.

4

1—Safe and Supportive Environment

Magnolia Science Academy-5 (MSA-5)'s current program is run by the school team. MSA-5 leadership team along with the Magnolia Public Schools Home Office team oversees the safe and supportive environment for the Expanded Learning program. MSA-5's site includes a big campus with access to 11 classrooms and two office spaces. The campus includes an outdoor activity area.

MSA-5 operates a Comprehensive School Safety Plan which encompasses the Expanded Learning program. The plan is reviewed yearly by a committee consisting of local law enforcement, school site council, school admin team, MPS home office team and approved by Magnolia Public Schools Governing Board.

The Comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. Our plan is implemented to protect the safety of students, staff and visitors and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students, staff and visitors.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

Social and Emotional Learning (SEL) skills are critical to school, career, and life success of our students. Our staff play a significant role in helping students develop strong SEL skills in our program. Our administrators use Panorama Education's SEL surveys twice a year to understand and develop teacher capacity to support every student socially and emotionally. Our Panorama SEL surveys help our team to understand and support each student with skills like growth mindset, self-efficacy, social awareness, and self-management. MSA-5 staff including the Expanded Learning program use a program known as Zones of Regulation. This program helps guide adolescents to make better choices in learning situations that require them to have better soft skills. It gives them time to journal through the computer, and see actual stories from real students who have experienced the same types of issues they may be experiencing., Furthermore, Zones of Regulation teaches conflict resolution skills directly to students. There is also a student leadership program that has a peer mentor component, so students can build bonds and develop leadership qualities. These student leaders help shape and guide the Expanded Learning program, and we teach them how to utilize advocacy to formulate the best Expanded Learning program for the school. The program also teaches executive functioning skills to help students with their academics in order to maintain a positive holistic educational experience through our STEAM

5

(Science, Technology, Engineering, Art, Athletics & Dance) Curriculum.

MSA-5teachers and staff have been implementing Restorative Practices at campus to help students learn conflict resolution strategies and self-expression skills. Our students participate in a wide variety of activities, ranging from curricular, community and extracurricular activities. Expanded Learning students also receive support services they may need, from instructional and academic support, to psychological and emotional support. Since its inception, our school has worked hard to create a culture of "family" and our students feel that support every day. Our students have demonstrated their buy-in to the school culture through their participation in school sponsored activities, whether they take place before, during, or after school hours. We constantly ask and are given feedback about these varying activities and services from all educational partners within the MSA-5 family. Regardless of their ability levels, EL or SPED status, socioeconomic status, race, or religion, all MSA-5 students are comfortable with and willing to participate in activities offered by our school. The regular re-evaluation, by all educational partners, of programs and services offered is an effective way to assess students' participation in and need for alternative activities.

2—Active and Engaged Learning

Education research shows that time-on-task is positively associated with academic achievement. Time-on-task refers to the amount of time students spend attending to school-related tasks (Prater, 1992), such as following directions and engaging in learning activities. Students who are active participants in their knowledge acquisition and skill development own their learning and will perform at high levels of accomplishment. At the core of our Expanded Learning program design is to enable students more time-on-task to develop academic, social-emotional and physical skills. Our program design aims to actively engage students in learning at appropriate levels of difficulty throughout the day (Aronson, Zimmerman, & Carlos, 1998; Fisher, 2009; Prater, 1992).

The intervention programs will be the central and foremost important part of the school's Expanded Learning programs. Staff and tutors use effective programs such as McGraw Hill's StudySync designated ELD programs, MyOn Reading, IXL ,Alex learning and Khan Academy to improve student learning outcomes. MSA-5's students have access to Chromebooks during these Expanded Learning academic blocks. These programs allow staff to monitor the progress of participating students through software generated tests and personalized instructional materials. Staff members that run these sessions include regular classroom teachers and instructional aides to increase the effectiveness of these intervention hours.

Students work on various projects or activities including classroom projects and Project Based Learning during the Expanded Learning blocks. One goal of our program is to have a STEAM focused project, experiment, model or demo that will be shared with

6

parents quarterly and a drama and theater program to help our students who like to creatively express themselves. Many of our clubs are geared towards encouraging students to use higher levels of thinking, problem solving, and/or developing skills that are not normally fostered during the school day. Example activities include Robotics, Computer Applications, MathCounts, Robotics, Science Olympiad, Science Club, chess, photography, coding, choreography, video production, origami, knitting, song writing, beat making, multiple sport options, and the Student Council to tackle real world problems in a collaborative setting.

3—Skill Building

In the expanded learning programs, MSA-5 students develop their core subject area skills during the academic intervention and enrichment blocks. MSA-5 offers academic programs to complement in-class learning and educational experiences aligned with the Common Core Standards for English Language Arts and Mathematics, California Next Generation Science Standards and History-Social Science Standards. Academic tutoring and homework support are provided for each student based on areas of growth identified in individual student plans, student grades, standardized test scores, and teacher recommendations.

Goals for the educational and literacy element include;

1. Complement in-class ELA and Math instruction with active and engaging learning in an individualized or small group setting,
2. Provide students a time, place and resources for competency based academic enrichment programs, and
3. Provide students with a safe and supportive environment for catch-up work and homework completion.

7

MSA-5 EXPANDED LEARNING PROGRAM SAMPLE SCHEDULES

A- Nine-hour Regular School Day Sample Schedule

Time	Monday- Friday
6:00 AM- 8:00 AM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
3:00 PM - 4:00 PM	**Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee
4:00 PM -4:10 PM	**Nutrition Break**
4:10 PM -5:00 PM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
5:00 PM - 6:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges

8

B- Nine-hour Summer or Intersession Day Sample schedules

Time	Focus
8:00 AM - 11:30 AM	Summer School Classes /Day Camp Activities/Field Trip/Excursion Time and activities
11:30 AM -12: 30 PM	**Lunch Break**
12:30 PM - 5:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges **Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee

30 Day Planning:

14 Days Summer School 7/5/2022-7/22/2022
16 Days of Saturday School; tentatively: 9/10/2022, 9/24/2022, 10/8/2022, 10/14/2022,10/15/2022,10/22/2022, 10/29/2022, 12/3/2022,12/10/2022,2/11/2023,3/11/2023,3/18/2023, 4/29/2023, 5/6/2023, 5/13/2023,5/20/2023

Tutoring: Referred by the classroom teachers, tutoring in core subject areas is provided by classroom teachers and tutors/instructional aides (ex: college students) every day for 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

Homework Help: Expanded Learning school staff monitors student completion of homework to help improve their academic performance and grades in classes. Homework help is available every day for a minimum of 50 minutes. Paper folders and

9

google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

4—Youth Voice and Leadership

MSA-5 currently has a Student Advisory Council, which works with the ELOP Task-Force and leadership team to establish and review program elements. This council works with the School Site Council composed of all stakeholders to develop projects led by youth. These include service-learning projects such as a cleanup, food drives, and other special events. Twice yearly, the program surveys all students enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students take an active role in the design of clubs and enrichment activities targeting interests and needs as determined by surveys and other feedback.

Students participate on the Student Advisory Council, attend quarterly advisory council meetings, and fill Student Representative roles on the council. They are involved in evaluation by assisting in the design and implementation of student, parent and teacher survey instruments implemented twice each year, and providing feedback. Students develop youth-oriented materials that report evaluation findings to peers and to the community. They solicit involvement and provide talks in the local community regarding the program. They take a leading role in blending Expanded Learning and community-based activities.

An Expanded Learning Advisory Council develops projects led by youth. These include a neighborhood and campus beautification project (such as murals), tutoring other students, and participating in recycling and community gardens, as well as other special events to support their school and community. Students will take field trips to multicultural events, such as plays and musicals, and engage in projects that build upon what they learn through these trips.

5—Healthy Choices and Behaviors

MSA-5's school wellness plan extends to cover Expanded Learning programs. All programs promote the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community.

10

Physical Fitness Programs: Students participate in a wide variety of physical activity during expanded learning hours. Expanded Learning sports programs, including soccer, basketball and volleyball, are provided by the Expanded Learning staff, and contracted providers. These sports programs help students in starting life-long habits of regular physical activity. MSA-5's Expanded Learning staff collaborates with the school PE teachers on California Physical Fitness Test to determine the student's fitness levels and plan activities accordingly. Staff teach and participate in activities like martial arts and yoga, and model games such flag football, basketball, volleyball. Staff receive professional development training on building character, coaching, and building engaging athletic activity plans. Our program complies with several elements of a comprehensive physical education program 1) Students in all grades experience standards-based physical education in a sequential and comprehensive manner in an enjoyable, safe, and secure learning environment, 2) Physical education is taught as a positive experience to motivate students to be engaged in lifelong fitness and physical activity, not as a negative experience associated with punishment (e.g. running laps, doing push-ups, etc.) being forced upon them and serving as a detriment toward reaching fitness goals, and 3) Physical education is a structured instructional program with specific goals and objectives within expanded learning and as such, provide more opportunities for students to extend and refine the skills that were learned in the physical education programs during normal school hours.

Nutrition Education: Students participate in hands-on nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops**,** cooking demonstrations, taste tests, and other interactive activities. Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours. For example, students often work as a team to read the nutrition label on products, identify the ingredients, and then discuss ways to make better food choices. Working in coordination with nutrition educators, students participate in a routine and ongoing dialogue about the common foods they eat and how those foods affect their health. This is important to long term health because as students are introduced to the roots and origins of their food and how it works in their bodies, they understand how food choices impact their daily lives and health.

California Education Code (EC) Section 60800 requires each local educational agency (LEA) to administer a physical fitness test annually to all students in grades five, seven, and nine. The State Board of Education designated the FITNESSGRAM as the required Physical Fitness Test (PFT) for California public schools with the primary goal of assisting students in establishing lifelong habits of regular physical activity. Our Expanded Learning physical activity curriculum is designed to prepare students for this assessment utilizing engaging and fun activities designed to boost strength and metabolism and in turn increase health.

As part of the School Wellness Action Plan and best practice, MSA-5 uses USDA's "A Guide to Smart Snacks in School" resource for managing school vending machines,

11

fundraisers, or snack bars to better understand the Smart Snacks standards. Typically because MSA-5 is on a co-located site we partner with LAUSD to offer the Hot Meal option for our students as part of our Prop 39 agreement.

Our healthy nutrition snack choices include:

- Smart Snack compliant Lay's Baked Barbecue Potato Chips
- Smart Snack compliant Kellogg's Cheez It Crackers Whole Grain 1oz 60ct
- Smart Snack compliant muffin otis spunkmeyer banana made with 51% whole grain naturally flavored individually wrapped 72/2 oz. 1 creditable grain ounce equivalent.

- We provide:
    - Fluid Milk – 8 ounces
    - Fruit, Vegetable, or 100 percent Juice – ¾ cup
    - Water

6—Diversity, Access, and Equity

Our program serves predominantly Latino (88.3%) and White(5.3%) students and families as well as other backgrounds that include White and Asian. MSA-5 links to the very strong commitment to diversity and celebration of student cultures that is a foundational feature of our school serving students and families and partnering in the program.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepare for postsecondary opportunities. The MSA-5 program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. To do this, the program actively recruits and hires staff that reflects the community of students served in the program. Orientation and ongoing professional development services provided quarterly include diversity and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served in the program, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) explicitly expresses this commitment to diversity and equity in all services. This commitment is further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners both in the physical environment and online through the MSA-5 school websites. Program staff and partners actively reach out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to

12

support student and family needs.

Enrichment opportunities, guided by students themselves, embrace the diversity and rich cultural heritage students and their families bring to the expanded learning program. STEAM projects (such as robotics) and mentorship opportunities provided to students explicitly allow students to explore themes of diversity and cultural expression while allowing them to connect to successful persons of color through partnerships.
Students with diverse needs

MSA-5 and MPS have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreach, marketing, and informational material regarding program services disseminated to students and family members. It is a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program.

As part of our student and parent surveys conducted twice yearly. The program gathers additional information regarding students with disabilities, English Language Learners, and other students with potential barriers to better understand the needs and implement services to meet these needs.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, parents, students to recruit and enroll these students. Staff meets with teachers at the beginning of each year and monthly to address concerns and integrate appropriate curriculum and materials to meet student needs and link learning from the regular school day with the expanded learning program. Working with teachers, program staff implements useful elements to a successful integration and work in partnership with teachers and parents to implement strategies to promote student learning and development.

With about 32% English Language Learners, MSA-5 shows a strong need for services to support these students in the out of school hours. According to the study on English Language Learners: Becoming Fluent in Afterschool (2011), Expanded Learning programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. MSA-5 uses McGraw Hill's StudySync Designated EL program and CHATS framework for curriculum and strategies to support EL students with integrated ELD in all subject areas. The programs will use peer assisted learning strategies, instructional conversations and literacy logs as best practices demonstrated by research to be effective in increasing EL achievement. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and reading comprehension assessments, scaffolded writing practice, ELPAC practice assessments, listening comprehension tasks, and read-alouds. Homework support will be provided each day and documented in journals. This is a critical need at target schools with high EL populations, as students often lack support to complete work at home.

13

7—Quality Staff

Expanded Learning program task force
The school established a program task force (ELOP-TF) that consists of representatives from the student body, parent groups, staff, and administration. The duty of the ELOP-TF is as follows:

1. **Planning Phase:**
   - Develop plans for the school to survey the needs of students through available formative and summative assessment data (CAASPP, NWEA Measures of Academic Progress (MAP) testing, midterm exams, formative classroom data, teacher self-evaluation/feedback, etc.) and educational partner surveys.
   - Establish specific and SMART (Specific, Measurable, Attainable, Realistic and Timely) goals upon which the effectiveness of the Expanded Learning program will be evaluated.
   - Using data and feedback from surveys, school administration and staff plan an effective program that will offer a variety of intervention and enrichment programs/activities to attract students and meet their needs.
   - Communicate with parents and students to involve them in the planning process as well as to determine the potential number of students that will participate in the program.
   - Plan effective ways to design the Expanded Learning programs in partnerships with key organizations, universities, colleges, etc.
   - Assist selection, recruitment and onboarding of the personnel.

2. **Implementation Phase:**
   - Collect and analyze survey and/or assessment data quarterly.
   - Hold quarterly meetings to review/revise the school-site specific and SMART goals based on the available data and make any necessary recommendations and/or adjustments to improve the programs accordingly.
   - Manage professional development and training activities.
   - Involve all school stakeholders and community members in the program implementation and improvement process through the Professional Learning Communities (PLCs) and the meetings/workshops designed for the parents as well as for the community members.
   - Inform the related parties of the Expanded Learning program results through regular information and internal information sessions arranged for program designers and stakeholders, ongoing staff meetings, and quarterly program evaluation reports.
   - Ensure all reporting requirements are met.

Staffing

14

MSA-5 has current job descriptions for staff and volunteers responsible for running the Expanded Learning programs.

The job qualifications and descriptions meet the criteria, at a minimum, the school district's qualifications for an instructional aide (EC Section 8483.4). MSA-5 recruits staff with at least two years of college experience. The minimum qualification for the Expanded Learning Coordinator is a bachelor's degree in education and preferably experience in program administration. The Expanded Learning Coordinator monitors staff and completes a professional development needs assessment of each staff member. Requirements are posted and advertised, and only candidates who meet all qualifications are hired. All Staff in the program are required to produce clear background checks through LiveScan and negative TB Test results, and complete the onboarding and training schedules with the Coordinator.

Selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is a critical element for candidates. The program recruits tutors with at least two years of college experience. Requirements are posted and advertised, and only candidates who meet all qualifications will be hired. The Site Coordinator monitors staff and completes a professional development needs assessment of each staff member. MPS leverages partnerships with community colleges (LA Valley, Pierce, LA Mission Colleges) and universities such as CSU Northridge to recruit college-age tutors. Additional staff recruitment includes college career centers, social media, partner referrals, and recruitment websites such as Edjoin, Teachers-teachers and Indeed. Recruitment is led by the MPS Human Resources department, working with the Principal, and staff. Staff have clear titles and responsibilities, and receive a competitive salary.

The program follows the lead of the MPS program and makes it a priority to employ personnel who have succeeded in overcoming barriers of circumstances as found in the surrounding low-income communities. Program staff are predominantly from these same neighborhoods. They bring an understanding of the challenges and rewards of growing up in predominantly African American, Latino and low-income communities served by the MPS, and can build trusting relationships with students. All job postings and descriptions emphasize preference for local hires and specify skills, such as bilingual language abilities, that support hiring of personnel similar to our students. When possible, we strive to hire alum of MPS.

Professional Development and Trainings
Staff development is provided each quarter and is based on assessment of staff needs and program objectives. Our PDs for staff aim to expand knowledge of content standards and instructional methods for aligning standards to instruction. Program goals include content and curriculum skills for staff, plus implementation and evaluation methods to ensure that services meet program outcomes. Our orientations include an introduction to program components, materials, and strategies for tutoring, enrichment, physical education, and college preparation services. MSA-5 Expanded Learning staff attends existing school and MPS-wide PD opportunities for teachers. Each staff

15

member receives an annual performance review and meets quarterly to assess performance. All staff receive an annual four-hour training on youth learning theories, training methods, presentation techniques, and learning styles.

Professional development is part of the yearly program calendar, with topics that include evaluation, assessment, and data use, plus needs of English Learners and students with disabilities. PD includes tutoring instructional practices, parent communications, and training across components. Training for staff providing college preparation is provided by the MSA-5 and MPS home office staff. MSA-5 leadership team conducts annual performance reviews to outline staff performance, appraisals, and opportunities for improvements. This system helps to ensure retention among highly qualified staff in the program.

Coordination of the Expanded Learning programs, staffing, retention, professional development, and managing coordination of the Expanded Learning programs, staffing, retention, professional development, and managing the required reporting is the responsibility of the Expanded Learning Coordinator in supervision of the school principal and consultation with the Expanded Learning Task-Force.

Staff receive ongoing training and development to provide a safe and supportive environment aligned with the quality standards, including; respectfully welcoming and releasing students each day, and building and maintaining trusting and supportive relationships with students. Trainings and professional developments include;

- Emergency and Safety Procedures,
- Youth Suicide: Awareness and Prevention,
- Bullying: Recognition & Response, Drug Free Workplace,
- Sexual Harassment: Staff-to-Staff, Athletic Liability,
- Sexual Misconduct: Staff-to-Student, Bloodborne Pathogen Exposure Prevention,
- Mandated Reporter: Child Abuse and Neglect,
- Title IX and Gender Equity in Athletics,
- Incident Reporting,
- Social Emotional Learning,
- Youth Voice, Building Relationships with Children & Youth, and
- Understanding the Behavior of Children and Youth.

Sub Contractors

 MSA-5 runs its programs 100% with its own staff and resources.

8—Clear Vision, Mission, and Purpose

Inspiring Students in STEM Education and Careers
Serving about 93.1% Socioeconomically Disadvantaged students, our students and

16

families lack the proper environment and resources to support quality learning experience beyond the school hours. According to 2018-19 CAASPP results, MSA-5's students' proficiency rates are 46.96% in ELA and 38.67% in math. With about 32% English Language Learners, MSA-5 shows a strong need for services to support these students in the out of school hours. Our program also serves predominantly Latino (88.3%) and White (5.3%) students with disadvantaged backgrounds.

MSA-5 mission is graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. About 92.3% of our students are unduplicated pupils. STEM education is an integral part of MSA-5 regular and expanded learning programs. Increased exposure to coding and computer literacy will enable MSA-5 students to make more authentic and real-life connections with STEM careers and pathways. Our Expanded Learning staff receive training on providing activities for students on STEM careers and fields including Code.org Video Series[1] in Careers in Tech, Naviance Career Exploration[2], CareerGirls[3] and SheHereos[4] programs.

MSA-5 Staff, including, teachers, and other instructional day staff, has already worked with the leadership team to develop objectives, benchmarks, outcomes, and contributed to the project design through the completion of need and program assessments that defined the mission, vision, goals, and expected outcomes of services provided for students enrolled.

MSA-5 was built on strong partnerships with community organizations to promote enrichment activities and partnerships with cultural centers with field trips to art exhibits. There is a strong emphasis on STEAM learning in the expanded learning program and this will be supported with science and technology field trips. The program offers mentoring programs with volunteers from local businesses and college students, Boys & Girls Clubs of America, and faith-based organizations serving the surrounding area.

The engagement with stakeholders that leads directly to program design and services has accountability mechanisms built into the project design to ensure high quality services to achieve project objectives by staff and partners. In collaboration with MPS home office, Expanded Learning Task-Force monitors and updates the Program Plan responsive to the school's changing needs and the needs of our community as well as project objectives achieved in the previous year. Program Plan and outcomes achieved by MSA-5 site where services are provided are tracked with attendance and program implementation reports that break down objectives and outcomes into quarterly benchmarks that ensure the project stays on track throughout the year. As staff

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[1] Code.org Careers in Tech https://code.org/careers-in-tech
[2] Naviance Career Exploration https://www.naviance.com/resources/tag/career-exploration
[3] Career Girls https://www.careergirls.org
[4] SheHeroes http://www.sheheroes.org

17

populates reports with data on program attendance and project objectives each month, they are able to identify areas of weakness in order to ensure continuous improvement in program operations. This monthly feedback loop keeps the project on track to achieve annual goals and outcomes. This framework of data collection and analysis drives the monthly review that Expanded Learning staff conducts with instructional school staff to analyze progress of Expanded Learning services and if they are successfully meeting the needs of the school students and families served.

The following program goals were developed in collaboration with all stakeholders, including students, teachers, parents and administrators:
1. Support all participating students to increase their proficiency in mathematics as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
2. Support all participating students to increase their proficiency in reading as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
3. Support all participating English learners to increase their language proficiency, as measured by the ELPAC.
4. Support all participating students to increase personal and social skills through social and cultural activities, as measured by Panorama Ed's SEL surveys.
5. Support all participating students to develop physical fitness through health and recreation programs, as measured by PFT.

9—Collaborative Partnerships

MSA-5's expanded learning programs are collaboratively designed in partnerships with several stakeholders in accordance with the CDE-ASD's Quality Standards for Expanded Learning Programs. At the school level, student council organizations, parent groups, school leadership teams, and school staff are involved. MSA- 5 partners with the city of Los Angeles for their events and to find out about academic contests that students can participate in. Along with partnering with CSUN and Pierce College to attend their college events, do college tours, and participate in campus discussions and classes for the students who are really grasping the program and need a challenge.

At the management level, Magnolia Public Schools central office staff and its leadership team exhibited vision and support for the programs. The Home Office provides services to the charter schools, supports and holds accountable the charter schools for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the charter schools to receive services at a lower cost. The services of the Home Office include, but are not limited to academic, finance, operations, talent management, and external relations.

18

To further strengthen the program and increase sustainability, MSA-5 established partnerships with organizations and resources such as LA Valley College and Mission Colleges. As part of our partnerships, we recruit tutors and staff from these organizations, conduct campus visits, and involve our students in their educational enrichment programs such as dual enrollment, college visits, college application and financial aid presentations.

10—Continuous Quality Improvement

MSA-5 is committed to maintaining a data driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. Point-of-Service Quality Standards Programmatic Quality Standards Quality Standards for Expanded Learning Programs will steer the assessment, evaluation and improvement processes. The quality improvement process creates a framework of clear expectations, and a shared vision of quality among multiple stakeholders across all expanded learning sites. This sets forth a cycle of continuous quality improvement which is based on three steps:

> 1) Assessment of Program Quality, which employs data collection on the program using multiple strategies focusing on the standards,
> 2) Planning, which allows the program to reflect on program data use data to generate and implement an action plan for quality improvement, and
> 3) Improve Program Quality, which allows for staff to implement the action plan and reflect upon progress during implementation.

Once goals in the action plan are met, the action plan is reassessed which allows for ongoing rapid quality improvement. More than these steps, MSA-5's ASES vision for continuous quality improvement allows for quality improvement at the programmatic level, staff level, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever-changing base. MSA-5 establishes a clearly defined continuous quality improvement plan that includes:

> 1) outcomes improvement goals and action steps,
> 2) a timeline with dates for action steps and quality improvement discussions,
> 3) feedback from staff, youth, parents, and K-12 partners,
> 4) description of the information or data needed to assess quality, and
> 5) clear description of the responsibilities for each person on the improvement team.

This plan is used as the guiding document to facilitate continuous quality improvement across programs. Results of annual assessments will be used to make improvements to site specific program designs to meet the needs of the clientele at each site allowing for the program to be refined, improved and strengthened continuously to meet the evolving needs of the program base.

11—Program Management

Expanded Learning Opportunities Program Grant funding is used to implement MSA-5 quality Expanded Learning school programs in its entirety in alliance with its mission,

19

vision and goals. Funding will enable staffing and development, program resources, snacks, supplies and materials as well as covering costs from vendors.

MSA-5 Expanded Learning school programs are closely monitored by the principal and the leadership team as part of the ELOP Task Force. The Dean of students regularly coordinates all Expanded Learning school programs with the Expanded Learning coordinator and school staff. The MSA-5 principal and admin team commit to supporting the program and get on-boarding and training with the Los Angeles County Office of Education and our home office Magnolia Public Schools (EC Section 8483.3[c][6]).

The principal and the team operate the program on the school site (EC Section 8482.3[f][1]), meeting all statutory and regulatory requirements (EC Section 8484.6[b]). MSA-5 also acts as the only LEA fiscal agent for the grant administration. In accordance with the Programmatic Quality Standards in Quality Standards for Expanded Learning Programs, MSA-5 agrees for the planning and quality of the program for the duration of the grant period (EC Section 8482.3[f][3]).

Roles of Staff

- **Principal**: Responsible for program oversight, staff supervision, partnerships. Responsible for data analysis and quality improvement. Responsible for teacher led clubs, teams and activities.
- **Dean of Students**: Oversee compliance and program development. Responsible for compiling reports, verifying data, and managing reports.
- **Expanded Learning Coordinator**: Responsible for on-site program administration and oversight, including supervising staff such as Tutors and Enrichment Instructors. Prepares Attendance Reports.
- **Teachers** Provide enrichment**,** clubs, tutoring and athletics.
- **Tutors and Coaches**: implement programming at each site.
- **MPS Home Office Support Team**: Responsible for reviewing data analysis; provides feedback on quality improvement to ensure effective programs across the site. Prepare quarterly Expenditure Reports, manage internal and external audits. Ensures compliance and timelines.

Timeline of Tasks

- Review program goals progress data with ASES-Task force (quarterly).
- Review satisfaction survey results from prior academic year and use those results for pre-planning (June).
- Identify partners to support student learning (Ongoing).
- Annual staff development conference (July).
- Communicate with partners to ensure successful referrals for students and families (Ongoing).
- Expanded Learning Coordinator meets with the Dean of Students to review outcome data (monthly).

20

- The Quality improvement plan is monitored continuously. Dean of Students and Expanded Learning school coordinator work together to incorporate additions to quality improvement to allow for rapid cycle quality improvement (monthly).
- Program attendance entered and verified (weekly).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Midyear program evaluation (December)
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Annual performance evaluation for all staff (August- March).
- School attendance data reviewed and analyzed (July, December, May).
- Yearly satisfaction surveys conducted and administered to students, parents, and school staff (December and May).
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Program evaluation and improvement planning (December and May.)

Reporting Requirements

The online reporting will be used to submit quarterly expenditure reports. MPS Home office business department takes the leads in submission. Accurate attendance records will be kept using a clearly defined record keeping procedure. Attendance is reviewed daily by staff, weekly by the Expanded Learning coordinator and Principal. Actual student program attendance reports are sent to the EXLD on a semi-annual basis through the online database.

Sign-in/out Procedures

MSA-5's Expanded Learning school program commences immediately upon the conclusion of the regular school day, and operates a minimum of 15 hours per week, and at least until 6 p.m. on every regular school day.

Students sign students in with a complete signature and correct time recorded on sign in/out sheets. Parents/Guardians check out students with a complete signature and correct time recorded on sign in/out sheets.

Early Release Policy

MSA-5 staff follows CDE's Early release and late arrival policies and procedures (EC Section 8483[a][1]).

Students may be released for the reasons below. The responsible party will communicate with school staff to arrange the release and sign out procedure. The Expanded Learning Coordinator will be in charge of the communication and management of the release.

21

1. Off-site enrichment programs
2. Family emergency
3. Family needs
4. Medical appointment
5. Transportation
6. Child accident/injury
7. Safety issues (darkness, weather)
8. Participation in school athletic programs and team sports
9. Other conditions (reasons must be explicitly communicated and approved)

Successful and impactful Expanded Learning programs have been the key element of Magnolia Science Academy's educational program as outlined in its charter petition. MSA-5 has been heavily investing in these programs for several years and seen the positive effect on our students and communities that we serve. So far, we have developed systems, protocols and routines in the program with training, resources and practices. Our experienced staff will make sure that goals of the project continue to be met with activities in its Expanded Learning program. MSA-5 Expanded Learning staff will have access to technical, structural support and resources through MPS Home Office and other funding resources to maintain and sustain the program. Specifically, the Home Office development department secures funding from philanthropies such as Joseph Drown Foundation, WallMart Foundation, and others.

Sustainability processes include quarterly partner meetings with existing and potential partners. Partners provide input in services and resources they offer. They support evaluations and are incorporated in proposals and ongoing private and public funding solicitations to sustain the Expanded Learning services. The MPS development department works to ensure expanded learning sustainability through private funds and individual giving efforts.

Sustainability is critical for expanded learning programs, and is supported by community partnerships and alignment of private and public resources and our school. MSA-5 builds upon partnerships to link, align, and sustain services, public and private partners in Los Angeles. MSA-5 also solicits public funding to sustain services to name a few:

● City of Los Angeles
● Councilmember Bob Blumenfield's Office
● Tarzana Treatment Center
● Local Senior Centers
● One Generation Intergenerational Centers
● California State University, Northridge
● ARC
● LA Valley College
● LA Mission College
● West Valley Police Station

22

23

- YMCA
- City Plants

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

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Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

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24

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

MAGNOLIA
PUBLIC SCHOOLS

Prepared and Submitted by:

MAGNOLIA SCIENCE ACADEMY-6

745 Wilton Place, Los Angeles, CA 90005

School Website

https://www.msa6.magnoliapublicschools.org/

June 10, 2022

1

Name of Local Educational Agency and Expanded Learning Opportunities Program Site

Local Educational Agency (LEA) Name: Magnolia Science Academy-6

Contact Name: James Choe

Contact Email: jchoe@magnoliapublicschools.org

Contact Phone: 310.842.8555

List of the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P):

Magnolia Science Academy-6

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in *EC* Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

2

TABLE OF CONTENTS

3

Background and Demographics

Magnolia Science Academy -6 (MSA-6) is a directly funded traditional charter school and provides education to 83 students enrolled in grades 6 through 8 in the 2021-22 academic year. The school has been operating under the Magnolia Public Schools Board ("MPS Board") which is serving ten independent charter schools in the Greater Los Angeles Area, Santa Ana, and San Diego. MSA-6 has been serving students in Los Angeles County since the fall of 2009 with a mission of graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. MSA-6 is still expanding in Los Angeles while increasing the count and percentages of students.

Academic Year	Low Grade	High Grade	Enrollment (Ages 5-17)	FRPM Count (Ages 5-17)	Percent (%) Eligible FRPM (Ages 5-17)
2020-2021	6	8	163	143	87.7%
2021-2022	6	8	83	73	88%

Other significant student groups that serve are as follows.

2021-2022	English Learners	Foster Youth	Special Needs	Section 504	Homeless
Count	17	0	11	4	0
Percentage	20.5%	0%	13.3%	4.8%	0%

MSA-6 has been integrating strong expanded learning programs as an extension of its educational program since its inception. Our teachers host academic intervention and enrichment programs as well as sponsor clubs when the regular school day is over. Every day, students in the program attend academic remediation and enrichment activities, get nutritious snacks and engage in physical, social and emotional development programs until 4:00 pm.

4

1—Safe and Supportive Environment

MSA-6's current program is run by the school team. The MSA-6 leadership team along with the Magnolia Public Schools Home Office team oversees the safe and supportive environment for the Expanded Learning program. MSA-6's site includes a campus with access to 5 classrooms and two office spaces. The campus also includes an outdoor playground.

MSA-6 operates a Comprehensive School Safety Plan which encompasses the Expanded Learning program. The plan is reviewed yearly by a committee consisting of local law enforcement, school site council, school admin team, MPS home office team and approved by Magnolia Public Schools Governing Board.

The Comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. Our plan is implemented to protect the safety of students, staff and visitors and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students, staff and visitors.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

Social and Emotional Learning (SEL) skills are critical to school, career, and life success of our students. Our staff play a significant role in helping students develop strong SEL skills in our program. Our administrators use Panorama Education's SEL surveys twice a year to understand and develop teacher capacity to support every student socially and emotionally. Our Panorama SEL surveys help our team to understand and support each student with skills like growth mindset, self-efficacy, social awareness, and self-management. MSA-6 staff including the Expanded Learning program use a program known as Zones of Regulation. This program helps guide adolescents to make better choices in learning situations that require them to have better soft skills. It gives them time to journal through the computer, and see actual stories from real students who have experienced the same types of issues they may be experiencing., Furthermore, Zones of Regulation teaches conflict resolution skills directly to students. There is also a student leadership program that has a peer mentor component, so students can build bonds and develop leadership qualities. These student leaders help shape and guide the Expanded Learning program, and we teach them how to utilize advocacy to formulate the best Expanded Learning program for the school. The program also teaches executive functioning skills to help students with their academics in order to maintain a positive holistic educational experience through our STEAM

5

(Science, Technology, Engineering, Art, Athletics & Dance) Curriculum.

MSA-6 teachers and staff have been implementing Restorative Practices at campus to help students learn conflict resolution strategies and self-expression skills. Our students participate in a wide variety of activities, ranging from curricular, community and extracurricular activities. Expanded Learning students also receive support services they may need, from instructional and academic support, to psychological and emotional support. Since its inception, our school has worked hard to create a culture of "family" and our students feel that support every day. Our students have demonstrated their buy-in to the school culture through their participation in school sponsored activities, whether they take place before, during, or after school hours. We constantly ask and are given feedback about these varying activities and services from all educational partners within the MSA-6 family. Regardless of their ability levels, EL or SPED status, socioeconomic status, race, or religion, all MSA-6 students are comfortable with and willing to participate in activities offered by our school. The regular re-evaluation, by all educational partners, of programs and services offered is an effective way to assess students' participation in and need for alternative activities.

2—Active and Engaged Learning

Education research shows that time-on-task is positively associated with academic achievement. Time-on-task refers to the amount of time students spend attending to school-related tasks (Prater, 1992), such as following directions and engaging in learning activities. Students who are active participants in their knowledge acquisition and skill development own their learning and will perform at high levels of accomplishment. At the core of our Expanded Learning program design is to enable students more time-on-task to develop academic, social-emotional and physical skills. Our program design aims to actively engage students in learning at appropriate levels of difficulty throughout the day (Aronson, Zimmerman, & Carlos, 1998; Fisher, 2009; Prater, 1992).

The intervention programs will be the central and foremost important part of the school's Expanded Learning programs. Staff and tutors use effective programs such as McGraw Hill's StudySync designated ELD programs, MyOn Reading, IXL ,Alex learning and Khan Academy to improve student learning outcomes. MSA-6's students have access to Chromebooks during these Expanded Learning academic blocks. These programs allow staff to monitor the progress of participating students through software generated tests and personalized instructional materials. Staff members that run these sessions include regular classroom teachers and instructional aides to increase the effectiveness of these intervention hours.

Students work on various projects or activities including classroom projects and Project Based Learning during the Expanded Learning blocks. One goal of our program is to have a STEAM focused project, experiment, model or demo that will be shared with

6

parents quarterly and a drama and theater program to help our students who like to creatively express themselves. Many of our clubs are geared towards encouraging students to use higher levels of thinking, problem solving, and/or developing skills that are not normally fostered during the school day. Example activities include Robotics, Computer Applications, MathCounts, Robotics, Science Olympiad, Science Club, chess, photography, coding, choreography, video production, origami, knitting, song writing, beat making, multiple sport options, and the Student Council to tackle real world problems in a collaborative setting.

3—Skill Building

In the expanded learning programs, MSA-6 students develop their core subject area skills during the academic intervention and enrichment blocks. MSA-6 offers academic programs to complement in-class learning and educational experiences aligned with the Common Core Standards for English Language Arts and Mathematics, California Next Generation Science Standards and History-Social Science Standards. Academic tutoring and homework support are provided for each student based on areas of growth identified in individual student plans, student grades, standardized test scores, and teacher recommendations.

Goals for the educational and literacy element include;

1. Complement in-class ELA and Math instruction with active and engaging learning in an individualized or small group setting,
2. Provide students a time, place and resources for competency based academic enrichment programs, and
3. Provide students with a safe and supportive environment for catch-up work and homework completion.

7

MSA-6 EXPANDED LEARNING PROGRAM SAMPLE SCHEDULES

A- Nine-hour Regular School Day Sample Schedule

7:00 am to 4:00 pm Nine-hour scheduled for 180 days.

Time	Monday- Friday Regular Day
7:00 AM- 8:00 AM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
8:00 AM- 2:15	**Classes in session**
2:15 PM -2:30 PM	**Nutrition Break**
2:30 PM - 4:00 PM	**Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee **Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges **Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)

8

B- Nine-hour Summer or Intersession Day Sample schedules

- For 2022-23 July Summer school, MSA-6 is planning an online summer school. No ELOP funds will be used. The below planning is for the future years.

- 15 Days Summer School 2022-2023 June 10-June 30

Time	Focus
8:00 AM - 11:30 AM	Summer School Classes/Day Camp Activities/Field Trip/Excursion Time and activities
11:30 AM -12: 30 PM	**Lunch Break**
12:30 PM - 5:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges **Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee

30 Day Planning:

15 Days Summer School 2022-2023 June 10-June 30
15 Days TBD; Fall, Winter & Spring Breaks intersessions and Saturday Schools

9 hour Saturday School - once a month

8:00 am - 12:00 Academic Enrichment
12:00 -1:00 PM Lunch/break
1:00 pm - 5PM Clubs and Teams Blocks

9

Tutoring: Referred by the classroom teachers, tutoring in core subject areas is provided by classroom teachers and tutors/instructional aides (ex: college students) every day for 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

Homework Help: Expanded Learning school staff monitors student completion of homework to help improve their academic performance and grades in classes. Homework help is available every day for a minimum of 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

4—Youth Voice and Leadership

MSA-6 currently has a Student Advisory Council, which works with the ELOP Task-Force and leadership team to establish and review program elements. This council works with the School Site Council composed of all stakeholders to develop projects led by youth. These include service-learning projects such as a cleanup, food drives, and other special events. Twice yearly, the program surveys all students enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students take an active role in the design of clubs and enrichment activities targeting interests and needs as determined by surveys and other feedback.

Students participate on the Student Advisory Council, attend quarterly advisory council meetings, and fill Student Representative roles on the council. They are involved in evaluation by assisting in the design and implementation of student, parent and teacher survey instruments implemented twice each year, and providing feedback. Students develop youth-oriented materials that report evaluation findings to peers and to the community. They solicit involvement and provide talks in the local community regarding the program. They take a leading role in blending Expanded Learning and community-based activities.

An Expanded Learning Advisory Council develops projects led by youth. These include a neighborhood and campus beautification project (such as murals), tutoring other students, and participating in recycling and community gardens, as well as other special events to support their school and community. Students will take field trips to multicultural events, such as plays and musicals, and engage in projects that build upon what they learn through these trips.

10

5—Healthy Choices and Behaviors

MSA-6's school wellness plan extends to cover Expanded Learning programs. All programs promote the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community.

Physical Fitness Programs: Students participate in a wide variety of physical activity during expanded learning hours. Expanded Learning sports programs, including soccer, basketball and volleyball, are provided by the Expanded Learning staff, and contracted providers. These sports programs help students in starting life-long habits of regular physical activity. MSA-6's Expanded Learning staff collaborates with the school PE teachers on California Physical Fitness Test to determine the student's fitness levels and plan activities accordingly. Staff teach and participate in activities like martial arts and yoga, and model games such flag football, basketball, volleyball. Staff receive professional development training on building character, coaching, and building engaging athletic activity plans. Our program complies with several elements of a comprehensive physical education program 1) Students in all grades experience standards-based physical education in a sequential and comprehensive manner in an enjoyable, safe, and secure learning environment, 2) Physical education is taught as a positive experience to motivate students to be engaged in lifelong fitness and physical activity, not as a negative experience associated with punishment (e.g. running laps, doing push-ups, etc.) being forced upon them and serving as a detriment toward reaching fitness goals, and 3) Physical education is a structured instructional program with specific goals and objectives within expanded learning and as such, provide more opportunities for students to extend and refine the skills that were learned in the physical education programs during normal school hours.

Nutrition Education: Students participate in hands-on nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops, cooking demonstrations, taste tests, and other interactive activities. Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours. For example, students often work as a team to read the nutrition label on products, identify the ingredients, and then discuss ways to make better food choices. Working in coordination with nutrition educators, students participate in a routine and ongoing dialogue about the common foods they eat and how those foods affect their health. This is important to long term health because as students are introduced to the roots and origins of their food and how it works in their bodies, they understand how food choices impact their daily lives and health.

11

California Education Code (EC) Section 60800 requires each local educational agency (LEA) to administer a physical fitness test annually to all students in grades five, seven, and nine. The State Board of Education designated the FITNESSGRAM as the required Physical Fitness Test (PFT) for California public schools with the primary goal of assisting students in establishing lifelong habits of regular physical activity. Our Expanded Learning physical activity curriculum is designed to prepare students for this assessment utilizing engaging and fun activities designed to boost strength and metabolism and in turn increase health.

As part of the School Wellness Action Plan and best practice, MSA-6 uses USDA's "A Guide to Smart Snacks in School" resource for managing school vending machines, fundraisers, or snack bars to better understand the Smart Snacks standards. Typically because MSA-6 is on a co-located site we partner with LAUSD to offer the Hot Meal option for our students as part of our Prop 39 agreement.

Our healthy nutrition snack choices include:

- Smart Snack compliant Lay's Baked Barbecue Potato Chips
- Smart Snack compliant Kellogg's Cheez It Crackers Whole Grain 1oz 60ct
- Smart Snack compliant muffin otis spunkmeyer banana made with 51% whole grain naturally flavored individually wrapped 72/2 oz. 1 creditable grain ounce equivalent.

- We provide:
    - Fluid Milk – 8 ounces
    - Fruit, Vegetable, or 100 percent Juice – ¾ cup
    - Water

6—Diversity, Access, and Equity

Our program serves predominantly Latino (92.8%) and African-American (7.2%) students and families as well as other backgrounds that include White and Asian. MSA-6 links to the very strong commitment to diversity and celebration of student cultures that is a foundational feature of our school serving students and families and partnering in the program.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepare for postsecondary opportunities. The MSA-6 program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. To do this, the program actively recruits and hires staff that reflects the community of students served in the program. Orientation and ongoing professional development services provided quarterly include diversity and sensitivity training,

12

including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served in the program, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) explicitly expresses this commitment to diversity and equity in all services. This commitment is further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners both in the physical environment and online through the MSA-6 school websites. Program staff and partners actively reach out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs.

Enrichment opportunities, guided by students themselves, embrace the diversity and rich cultural heritage students and their families bring to the expanded learning program. STEAM projects (such as robotics) and mentorship opportunities provided to students explicitly allow students to explore themes of diversity and cultural expression while allowing them to connect to successful persons of color through partnerships.
Students with diverse needs

MSA-6 and MPS have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreach, marketing, and informational material regarding program services disseminated to students and family members. It is a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program.

As part of our student and parent surveys conducted twice yearly. The program gathers additional information regarding students with disabilities, English Language Learners, and other students with potential barriers to better understand the needs and implement services to meet these needs.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, parents, students to recruit and enroll these students. Staff meets with teachers at the beginning of each year and monthly to address concerns and integrate appropriate curriculum and materials to meet student needs and link learning from the regular school day with the expanded learning program. Working with teachers, program staff implements useful elements to a successful integration and work in partnership with teachers and parents to implement strategies to promote student learning and development.

With about 20.5% English Language Learners, MSA-6 shows a strong need for services to support these students in the out of school hours. According to the study on English Language Learners: Becoming Fluent in Afterschool (2011), Expanded Learning programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. MSA-6

13

uses McGraw Hill's StudySync Designated EL program and CHATS framework for curriculum and strategies to support EL students with integrated ELD in all subject areas. The programs will use peer assisted learning strategies, instructional conversations and literacy logs as best practices demonstrated by research to be effective in increasing EL achievement. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and reading comprehension assessments, scaffolded writing practice, ELPAC practice assessments, listening comprehension tasks, and read-alouds. Homework support will be provided each day and documented in journals. This is a critical need at target schools with high EL populations, as students often lack support to complete work at home.

7—Quality Staff

Expanded Learning program task force
The school established a program task force (ELOP-TF) that consists of representatives from the student body, parent groups, staff, and administration. The duty of the ELOP-TF is as follows:

1. **Planning Phase:**
    ● Develop plans for the school to survey the needs of students through available formative and summative assessment data (CAASPP, NWEA Measures of Academic Progress (MAP) testing, midterm exams, formative classroom data, teacher self-evaluation/feedback, etc.) and educational partner surveys.
    ● Establish specific and SMART (Specific, Measurable, Attainable, Realistic and Timely) goals upon which the effectiveness of the Expanded Learning program will be evaluated.
    ● Using data and feedback from surveys, school administration and staff plan an effective program that will offer a variety of intervention and enrichment programs/activities to attract students and meet their needs.
    ● Communicate with parents and students to involve them in the planning process as well as to determine the potential number of students that will participate in the program.
    ● Plan effective ways to design the Expanded Learning programs in partnerships with key organizations, universities, colleges, etc.
    ● Assist selection, recruitment and onboarding of the personnel.

2. **Implementation Phase:**
    ● Collect and analyze survey and/or assessment data quarterly.
    ● Hold quarterly meetings to review/revise the school-site specific and SMART goals based on the available data and make any necessary recommendations and/or adjustments to improve the programs accordingly.
    ● Manage professional development and training activities.
    ● Involve all school stakeholders and community members in the program implementation and improvement process through the Professional Learning

14

Communities (PLCs) and the meetings/workshops designed for the parents as well as for the community members.

- Inform the related parties of the Expanded Learning program results through regular information and internal information sessions arranged for program designers and stakeholders, ongoing staff meetings, and quarterly program evaluation reports.
- Ensure all reporting requirements are met.

Staffing

MSA-6 has current job descriptions for staff and volunteers responsible for running the Expanded Learning programs.

The job qualifications and descriptions meet the criteria, at a minimum, the school district's qualifications for an instructional aide (EC Section 8483.4). MSA-6 recruits staff with at least two years of college experience. The minimum qualification for the Expanded Learning Coordinator is a bachelor's degree in education and preferably experience in program administration. The Expanded Learning Coordinator monitors staff and completes a professional development needs assessment of each staff member. Requirements are posted and advertised, and only candidates who meet all qualifications are hired. All Staff in the program are required to produce clear background checks through LiveScan and negative TB Test results, and complete the onboarding and training schedules with the Coordinator.

Selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is a critical element for candidates. The program recruits tutors with at least two years of college experience. Requirements are posted and advertised, and only candidates who meet all qualifications will be hired. The Site Coordinator monitors staff and completes a professional development needs assessment of each staff member. MPS leverages partnerships with community colleges (Santa Ana College) and universities such as UC Irvine and CSU Fullerton to recruit college-age tutors. Additional staff recruitment includes college career centers, social media, partner referrals, and recruitment websites such as Edjoin, Teachers-teachers and Indeed. Recruitment is led by the MPS Human Resources department, working with the Principal, and staff. Staff have clear titles and responsibilities, and receive a competitive salary.

The program follows the lead of the MPS program and makes it a priority to employ personnel who have succeeded in overcoming barriers of circumstances as found in the surrounding low-income communities. Program staff are predominantly from these same neighborhoods. They bring an understanding of the challenges and rewards of growing up in predominantly African American, Latino and low-income communities served by the MPS, and can build trusting relationships with students. All job postings and descriptions emphasize preference for local hires and specify skills, such as

15

bilingual language abilities, that support hiring of personnel similar to our students. When possible, we strive to hire alum of MPS.

Professional Development and Trainings

Staff development is provided each quarter and is based on assessment of staff needs and program objectives. Our PDs for staff aim to expand knowledge of content standards and instructional methods for aligning standards to instruction. Program goals include content and curriculum skills for staff, plus implementation and evaluation methods to ensure that services meet program outcomes. Our orientations include an introduction to program components, materials, and strategies for tutoring, enrichment, physical education, and college preparation services. MSA-6 Expanded Learning staff attends existing school and MPS-wide PD opportunities for teachers. Each staff member receives an annual performance review and meets quarterly to assess performance. All staff receive an annual four-hour training on youth learning theories, training methods, presentation techniques, and learning styles.

Professional development is part of the yearly program calendar, with topics that include evaluation, assessment, and data use, plus needs of English Learners and students with disabilities. PD includes tutoring instructional practices, parent communications, and training across components. Training for staff providing college preparation is provided by the MSA-6 and MPS home office staff. MSA-6 leadership team conducts annual performance reviews to outline staff performance, appraisals, and opportunities for improvements. This system helps to ensure retention among highly qualified staff in the program.

Coordination of the Expanded Learning programs, staffing, retention, professional development, and managing coordination of the Expanded Learning programs, staffing, retention, professional development, and managing the required reporting is the responsibility of the Expanded Learning Coordinator in supervision of the school principal and consultation with the Expanded Learning Task-Force.

Staff receive ongoing training and development to provide a safe and supportive environment aligned with the quality standards, including; respectfully welcoming and releasing students each day, and building and maintaining trusting and supportive relationships with students. Trainings and professional developments include;

- Emergency and Safety Procedures,
- Youth Suicide: Awareness and Prevention,
- Bullying: Recognition & Response, Drug Free Workplace,
- Sexual Harassment: Staff-to-Staff, Athletic Liability,
- Sexual Misconduct: Staff-to-Student, Bloodborne Pathogen Exposure Prevention,
- Mandated Reporter: Child Abuse and Neglect,
- Title IX and Gender Equity in Athletics,
- Incident Reporting,
- Social Emotional Learning,

16

- Youth Voice, Building Relationships with Children & Youth, and
- Understanding the Behavior of Children and Youth.

Sub Contractors

MSA-6 runs its programs 100% with its own staff and resources.

8—Clear Vision, Mission, and Purpose

Inspiring Students in STEM Education and Careers
Serving about 96.4% Socioeconomically Disadvantaged students, our students and families lack the proper environment and resources to support quality learning experience beyond the school hours. According to 2018-19 CAASPP results, MSA-6's students' proficiency rates are 45.63% in ELA and 38.36% in math. With about 20.5% English Language Learners, MSA-6 shows a strong need for services to support these students in the out of school hours. Our program also serves predominantly Latino (92.8%) and African-American (7.2%) students with disadvantaged backgrounds.

MSA-6 mission is graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. About 88% of our students are from under- represented and underserved populations. STEM education is an integral part of MSA-6 regular and expanded learning programs. Increased exposure to coding and computer literacy will enable MSA-6 students to make more authentic and real-life connections with STEM careers and pathways. Our Expanded Learning staff receive training on providing activities for students on STEM careers and fields including Code.org Video Series[1] in Careers in Tech, Naviance Career Exploration[2], CareerGirls[3] and SheHereos[4] programs.

MSA-6 Staff, including, teachers, and other instructional day staff, has already worked with the leadership team to develop objectives, benchmarks, outcomes, and contributed to the project design through the completion of need and program assessments that defined the mission, vision, goals, and expected outcomes of services provided for students enrolled.

MSA-6 was built on strong partnerships with community organizations to promote enrichment activities and partnerships with cultural centers with field trips to art exhibits. There is a strong emphasis on STEAM learning in the expanded learning program and this will be supported with science and technology field trips. The program offers

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[1] Code.org Careers in Tech https://code.org/careers-in-tech
[2] Naviance Career Exploration https://www.naviance.com/resources/tag/career-exploration
[3] Career Girls https://www.careergirls.org
[4] SheHeroes http://www.sheheroes.org

17

mentoring programs with volunteers from local businesses and college students, Boys & Girls Clubs of America, and faith-based organizations serving the surrounding area.

The engagement with stakeholders that leads directly to program design and services has accountability mechanisms built into the project design to ensure high quality services to achieve project objectives by staff and partners. In collaboration with MPS home office, Expanded Learning Task-Force monitors and updates the Program Plan responsive to the school's changing needs and the needs of our community as well as project objectives achieved in the previous year. Program Plan and outcomes achieved by MSA-6 site where services are provided are tracked with attendance and program implementation reports that break down objectives and outcomes into quarterly benchmarks that ensure the project stays on track throughout the year. As staff populates reports with data on program attendance and project objectives each month, they are able to identify areas of weakness in order to ensure continuous improvement in program operations. This monthly feedback loop keeps the project on track to achieve annual goals and outcomes. This framework of data collection and analysis drives the monthly review that Expanded Learning staff conducts with instructional school staff to analyze progress of Expanded Learning services and if they are successfully meeting the needs of the school students and families served.

The following program goals were developed in collaboration with all stakeholders, including students, teachers, parents and administrators:
1. Support all participating students to increase their proficiency in mathematics as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
2. Support all participating students to increase their proficiency in reading as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
3. Support all participating English learners to increase their language proficiency, as measured by the ELPAC.
4. Support all participating students to increase personal and social skills through social and cultural activities, as measured by Panorama Ed's SEL surveys.
5. Support all participating students to develop physical fitness through health and recreation programs, as measured by PFT.

9—Collaborative Partnerships

MSA-6's expanded learning programs are collaboratively designed in partnerships with several stakeholders in accordance with the CDE-ASD's Quality Standards for Expanded Learning Programs. At the school level, student council organizations, parent groups, school leadership teams, and school staff are involved. MSA- SA partners with the city of Santa Ana for their events and to find out about academic contests that students can participate in. Along with partnering with Santa Ana College, UC Irvine, and CSU Fullerton to attend their college events, do college tours, and participate in campus discussions and classes for the students who are really grasping the program and need a challenge.

18

At the management level, Magnolia Public Schools central office staff and its leadership team exhibited vision and support for the programs. The Home Office provides services to the charter schools, supports and holds accountable the charter schools for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the charter schools to receive services at a lower cost. The services of the Home Office include, but are not limited to academic, finance, operations, talent management, and external relations.

To further strengthen the program and increase sustainability, MSA-6 established partnerships with organizations and resources such as Santa Ana College and UC Irvine, and CSU Fullerton. As part of our partnerships, we recruit tutors and staff from these organizations, conduct campus visits, and involve our students in their educational enrichment programs such as dual enrollment, college visits, college application and financial aid presentations.

10—Continuous Quality Improvement

MSA-6 is committed to maintaining a data driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. Point-of-Service Quality Standards Programmatic Quality Standards Quality Standards for Expanded Learning Programs will steer the assessment, evaluation and improvement processes. The quality improvement process creates a framework of clear expectations, and a shared vision of quality among multiple stakeholders across all expanded learning sites. This sets forth a cycle of continuous quality improvement which is based on three steps:

> 1) Assessment of Program Quality, which employs data collection on the program using multiple strategies focusing on the standards,
> 2) Planning, which allows the program to reflect on program data use data to generate and implement an action plan for quality improvement, and
> 3) Improve Program Quality, which allows for staff to implement the action plan and reflect upon progress during implementation.

Once goals in the action plan are met, the action plan is reassessed which allows for ongoing rapid quality improvement. More than these steps, MSA-6's ASES vision for continuous quality improvement allows for quality improvement at the programmatic level, staff level, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever-changing base. MSA-6 establishes a clearly defined continuous quality improvement plan that includes:

> 1) outcomes improvement goals and action steps,
> 2) a timeline with dates for action steps and quality improvement discussions,

19

3) feedback from staff, youth, parents, and K-12 partners,

4) description of the information or data needed to assess quality, and

5) clear description of the responsibilities for each person on the improvement team.

This plan is used as the guiding document to facilitate continuous quality improvement across programs. Results of annual assessments will be used to make improvements to site specific program designs to meet the needs of the clientele at each site allowing for the program to be refined, improved and strengthened continuously to meet the evolving needs of the program base.

11—Program Management

Expanded Learning Opportunities Program Grant funding is used to implement MSA-6 quality Expanded Learning school programs in its entirety in alliance with its mission, vision and goals. Funding will enable staffing and development, program resources, snacks, supplies and materials as well as covering costs from vendors.

MSA-6 Expanded Learning school programs are closely monitored by the principal and the leadership team as part of the ELOP Task Force. The Dean of students regularly coordinates all Expanded Learning school programs with the Expanded Learning coordinator and school staff. The MSA-6 principal and admin team commit to supporting the program and get on-boarding and training with the OC County Office of Education and our home office Magnolia Public Schools (EC Section 8483.3[c][6]).

The principal and the team operate the program on the school site (EC Section 8482.3[f][1]), meeting all statutory and regulatory requirements (EC Section 8484.6[b]). MSA-6 also acts as the only LEA fiscal agent for the grant administration. In accordance with the Programmatic Quality Standards in Quality Standards for Expanded Learning Programs, MSA-6 agrees for the planning and quality of the program for the duration of the grant period (EC Section 8482.3[f][3]).

Roles of Staff

- **Principal**: Responsible for program oversight, staff supervision, partnerships. Responsible for data analysis and quality improvement. Responsible for teacher led clubs, teams and activities.
- **Dean of Students**: Oversee compliance and program development. Responsible for compiling reports, verifying data, and managing reports.
- **Expanded Learning Coordinator**: Responsible for on-site program administration and oversight, including supervising staff such as Tutors and Enrichment Instructors. Prepares Attendance Reports.
- **Teachers** Provide enrichment, clubs, tutoring and athletics.
- **Tutors and Coaches**: implement programming at each site.
- **MPS Home Office Support Team**: Responsible for reviewing data analysis; provides feedback on quality improvement to ensure effective programs across the site. Prepare quarterly Expenditure Reports, manage internal and external audits. Ensures compliance and timelines.

20

Timeline of Tasks

- Review program goals progress data with ASES-Task force (quarterly).
- Review satisfaction survey results from prior academic year and use those results for pre-planning (June).
- Identify partners to support student learning (Ongoing).
- Annual staff development conference (July).
- Communicate with partners to ensure successful referrals for students and families (Ongoing).
- Expanded Learning Coordinator meets with the Dean of Students to review outcome data (monthly).
- The Quality improvement plan is monitored continuously. Dean of Students and Expanded Learning school coordinator work together to incorporate additions to quality improvement to allow for rapid cycle quality improvement (monthly).
- Program attendance entered and verified (weekly).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Midyear program evaluation (December)
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Annual performance evaluation for all staff (August- March).
- School attendance data reviewed and analyzed (July, December, May).
- Yearly satisfaction surveys conducted and administered to students, parents, and school staff (December and May).
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Program evaluation and improvement planning (December and May.)

Reporting Requirements

The online reporting will be used to submit quarterly expenditure reports. MPS Home office business department takes the leads in submission. Accurate attendance records will be kept using a clearly defined record keeping procedure. Attendance is reviewed daily by staff, weekly by the Expanded Learning coordinator and Principal. Actual student program attendance reports are sent to the EXLD on a semi-annual basis through the online database.

Sign-in/out Procedures

MSA-6's Expanded Learning school program commences immediately upon the conclusion of the regular school day, and operates a minimum of 15 hours per week, and at least until 4 p.m. on every regular school day.

21

Students sign students in with a complete signature and correct time recorded on sign in/out sheets. Parents/Guardians check out students with a complete signature and correct time recorded on sign in/out sheets.

Early Release Policy

MSA-6 staff follows CDE's Early release and late arrival policies and procedures (EC Section 8483[a][1]).

Students may be released for the reasons below. The responsible party will communicate with school staff to arrange the release and sign out procedure. The Expanded Learning Coordinator will be in charge of the communication and management of the release.

1. Off-site enrichment programs
2. Family emergency
3. Family needs
4. Medical appointment
5. Transportation
6. Child accident/injury
7. Safety issues (darkness, weather)
8. Participation in school athletic programs and team sports
9. Other conditions (reasons must be explicitly communicated and approved)

Successful and impactful Expanded Learning programs have been the key element of Magnolia Science Academy's educational program as outlined in its charter petition. MSA-6 has been heavily investing in these programs for several years and seen the positive effect on our students and communities that we serve. So far, we have developed systems, protocols and routines in the program with training, resources and practices. Our experienced staff will make sure that goals of the project continue to be met with activities in its Expanded Learning program. MSA-6 Expanded Learning staff will have access to technical, structural support and resources through MPS Home Office and other funding resources to maintain and sustain the program. Specifically, the Home Office development department secures funding from philanthropies such as Joseph Drown Foundation, WallMart Foundation, and others.

Sustainability processes include quarterly partner meetings with existing and potential partners. Partners provide input in services and resources they offer. They support evaluations and are incorporated in proposals and ongoing private and public funding solicitations to sustain the Expanded Learning services. The MPS development department works to ensure expanded learning sustainability through private funds and individual giving efforts.

Sustainability is critical for expanded learning programs, and is supported by community partnerships and alignment of private and public resources and our school. MSA-6

22

builds upon partnerships to link, align, and sustain services, public and private partners in Los Angeles. MSA-6 also solicits public funding to sustain services to name a few:

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General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

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Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

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24

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared and Submitted by:

MAGNOLIA SCIENCE ACADEMY-7

18355 Roscoe Blvd., Northridge, CA 91325

School Website

https://www.msa7.magnoliapublicschools.org/

June 10, 2022

1

Name of Local Educational Agency and Expanded Learning Opportunities Program Site

Local Educational Agency (LEA) Name: Magnolia Science Academy-7

Contact Name: Meagan Wittek

Contact Email: mwittek@magnoliapublicschools.org

Contact Phone: (818) 886-0585

List of the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

Magnolia Science Academy-7

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in *EC* Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

2

TABLE OF CONTENTS

3

Background and Demographics

Magnolia Science Academy -7 (MSA-7) is a directly funded traditional charter school and provides education to 280 students enrolled in grades TK through 5 in the 2021-22 academic year. The school has been operating under the Magnolia Public Schools Board ("MPS Board") which is serving ten independent charter schools in the Greater Los Angeles Area, Santa Ana, and San Diego. MSA-7 has been serving students in Los Angeles County since the fall of 2009 with a mission of graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. MSA-7 is still expanding in Los Angeles while increasing the count and percentages of students.

Academic Year	Low Grade	High Grade	Enrollment (Ages 5-17)	FRPM Count (Ages 5-17)	Percent (%) Eligible FRPM (Ages 5-17)
2020-2021	TK	5	294	222	75.5%
2021-2022	TK	5	280	215	76.8%

Other significant student groups that MSA-7 serves are as follows.

2021-2022	English Learners	Foster Youth	Special Needs	Section 504	Homeless
Count	88	0	26	1	11
Percentage	31.4%	0%	9.3%	0.4%	3.9%

MSA-7 has been integrating strong expanded learning programs as an extension of its educational program since its inception. Our teachers host academic intervention and enrichment programs as well as sponsor clubs when the regular school day is over. Every day, students in the program attend academic remediation and enrichment activities, get nutritious snacks and engage in physical, social and emotional development programs until 6:00 pm.

4

1—Safe and Supportive Environment

MSA-7's current program is run by the school team. MSA-7 leadership team along with the Magnolia Public Schools Home Office team oversees the safe and supportive environment for the Expanded Learning program. MSA-7's site includes a big campus with access to 15 classrooms and two office spaces. The campus includes a gym and outdoor playground.

MSA-7 operates a Comprehensive School Safety Plan which encompasses the Expanded Learning program. The plan is reviewed yearly by a committee consisting of local law enforcement, school site council, school admin team, MPS home office team and approved by Magnolia Public Schools Governing Board.

The Comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. Our plan is implemented to protect the safety of students, staff and visitors and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students, staff and visitors.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

Social and Emotional Learning (SEL) skills are critical to school, career, and life success of our students. Our staff play a significant role in helping students develop strong SEL skills in our program. Our administrators use Panorama Education's SEL surveys twice a year to understand and develop teacher capacity to support every student socially and emotionally. Our Panorama SEL surveys help our team to understand and support each student with skills like growth mindset, self-efficacy, social awareness, and self-management. MSA-7 staff including the Expanded Learning program use a program known as Zones of Regulation. This program helps guide adolescents to make better choices in learning situations that require them to have better soft skills. It gives them time to journal through the computer, and see actual stories from real students who have experienced the same types of issues they may be experiencing., Furthermore, Zones of Regulation teaches conflict resolution skills directly to students. There is also a student leadership program that has a peer mentor component, so students can build bonds and develop leadership qualities. These student leaders help shape and guide the Expanded Learning program, and we teach them how to utilize advocacy to formulate the best Expanded Learning program for the school. The program also teaches executive functioning skills to help students with their academics in order to maintain a positive holistic educational experience through our STEAM

5

(Science, Technology, Engineering, Art, Athletics & Dance) Curriculum.

MSA-7 teachers and staff have been implementing Restorative Practices at campus to help students learn conflict resolution strategies and self-expression skills. Our students participate in a wide variety of activities, ranging from curricular, community and extracurricular activities. Expanded Learning students also receive support services they may need, from instructional and academic support, to psychological and emotional support. Since its inception, our school has worked hard to create a culture of "family" and our students feel that support every day. Our students have demonstrated their buy-in to the school culture through their participation in school sponsored activities, whether they take place before, during, or after school hours. We constantly ask and are given feedback about these varying activities and services from all educational partners within the MSA-7 family. Regardless of their ability levels, EL or SPED status, socioeconomic status, race, or religion, all MSA-7 students are comfortable with and willing to participate in activities offered by our school. The regular re-evaluation, by all educational partners, of programs and services offered is an effective way to assess students' participation in and need for alternative activities.

2—Active and Engaged Learning

Education research shows that time-on-task is positively associated with academic achievement. Time-on-task refers to the amount of time students spend attending to school-related tasks (Prater, 1992), such as following directions and engaging in learning activities. Students who are active participants in their knowledge acquisition and skill development own their learning and will perform at high levels of accomplishment. At the core of our Expanded Learning program design is to enable students more time-on-task to develop academic, social-emotional and physical skills. Our program design aims to actively engage students in learning at appropriate levels of difficulty throughout the day (Aronson, Zimmerman, & Carlos, 1998; Fisher, 2009; Prater, 1992).

The intervention programs will be the central and foremost important part of the school's Expanded Learning programs. Staff and tutors use effective programs such as Accelerated Reader, MyOn Reading, IXL, Xtra Math andStandards Plus to improve student learning outcomes. MSA-7's students have access to Chromebooks during these Expanded Learning academic blocks. These programs allow staff to monitor the progress of participating students through software generated tests and personalized instructional materials. Staff members that run these sessions include regular classroom teachers and instructional aides to increase the effectiveness of these intervention hours.

Students work on various projects or activities including classroom projects and Project Based Learning during the Expanded Learning blocks. One goal of our program is to have a STEAM focused project, experiment, model or demo that will be shared with

6

parents quarterly and a music and theater program to help our students who like to creatively express themselves. Many of our clubs are geared towards encouraging students to use higher levels of thinking, problem solving, and creativity. Some examples include Coding, Robotics, Choir, Art, Math Olympiads, STEAM Challenge.

3—Skill Building

In the expanded learning programs, MSA-7 students develop their core subject area skills during the academic intervention and enrichment blocks. MSA-7 offers academic programs to complement in-class learning and educational experiences aligned with the Common Core Standards for English Language Arts and Mathematics, California Next Generation Science Standards and History-Social Science Standards. Academic tutoring and homework support are provided for each student based on areas of growth identified in individual student plans, student grades, standardized test scores, and teacher recommendations.

Goals for the educational and literacy element include;

1. Complement in-class ELA and Math instruction with active and engaging learning in an individualized or small group setting,
2. Provide students a time, place and resources for competency based academic enrichment programs, and
3. Provide students with a safe and supportive environment for catch-up work and homework completion.

7

MSA-7 EXPANDED LEARNING PROGRAM SAMPLE SCHEDULES

A- Nine-hour Regular School Day Sample Schedule

Time	Monday- Friday
6:30 AM- 8:00 AM	**Academic Block**: Literacy focused program that includes tutoring and homework help. Staff members will use Accelerated Reader and MyOn to support learning time. Breakfast will be served and students will participate in morning exercises.
2:40 PM - 2:50 PM	**Attendance (Sign-In)**
2:50 PM -3:20 PM	**Nutrition Break (Supper)**
3:20 PM -4:30 PM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
4:30 PM - 5:35 PM	**Enrichment Block**: Character Education, Wellness Program, Team Building, Music, Physical Fitness, Gardening, Board Games, Art and Crafts, STEM Challenges, Computer Club
5:35 PM- 6:00 PM	**Nutritional Break** (Snack) **Dismissal**

8

B- Nine-hour Summer or Intersession Day Sample schedules

Time	Focus
8:30 AM - 12:00 PM	Summer Learning Academy Classes (ELA & Math)/ STEAM Activities/ SEL Time/ Snack Break and activities
12:00 PM -12: 30 PM	**Lunch Break**
12:30 PM - 5:30 PM	**Enrichment Block**: Character Education, Wellness Program, Team Building, Music, Physical Fitness, Gardening, Board Games, Art and Crafts, STEM Challenges, Computer Club, themed event days

30 Day Planning:

14 Days Summer School 7/5-7/22
16 Days TBD; Fall, Winter & Spring Breaks Themed Student Camps: Fall Math Camp (3 days) Winter Theater Camp (8 days) Spring Science Camp (5 days)

Tutoring: Referred by the classroom teachers, tutoring in core subject areas is provided by classroom teachers and tutors/instructional aides (ex: college students) every day for 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

Homework Help: Expanded Learning school staff monitors student completion of homework to help improve their academic performance and grades in classes. Homework help is available every day for a minimum of 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

9

4—Youth Voice and Leadership

MSA-7 has a Student Council, which works with the after school program staff and leadership team to establish and review program elements and school-wide events. The student council works with school staff to plan and participate in community projects such as campus cleanup days, food drives, and other special events. Students take an active role in the design of clubs and enrichment activities targeting interests and needs as determined by surveys and other feedback.

The Afterschool program develops projects to encourage leadership by youth. These include a neighborhood and campus beautification project (such as murals), tutoring other students, and participating in recycling and community gardens, as well as other special events to support their school and community. Students will take field trips to multicultural events, such as plays and musicals, and engage in projects that build upon what they learn through these trips.

5—Healthy Choices and Behaviors

MSA-7's school wellness plan extends to cover Expanded Learning programs. All programs promote the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community.

Physical Fitness Programs: Students participate in a wide variety of physical activity during expanded learning hours. Expanded Learning sports programs, including soccer, basketball and volleyball, are provided by the Expanded Learning staff, and contracted providers. These sports programs help students in starting life-long habits of regular physical activity. MSA-7's Expanded Learning staff collaborates with the school PE teachers on California Physical Fitness Test to determine the student's fitness levels and plan activities accordingly. Staff teach and participate in activities like martial arts and yoga, and model games such flag football, basketball, volleyball. Staff receive professional development training on building character, coaching, and building engaging athletic activity plans. Our program complies with several elements of a comprehensive physical education program 1) Students in all grades experience standards-based physical education in a sequential and comprehensive manner in an enjoyable, safe, and secure learning environment, 2) Physical education is taught as a positive experience to motivate students to be engaged in lifelong fitness and physical activity, not as a negative experience associated with punishment (e.g. running laps, doing push-ups, etc.) being forced upon them and serving as a detriment toward

10

reaching fitness goals, and 3) Physical education is a structured instructional program with specific goals and objectives within expanded learning and as such, provide more opportunities for students to extend and refine the skills that were learned in the physical education programs during normal school hours.

Nutrition Education: Students participate in hands-on nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops**,** cooking demonstrations, taste tests, and other interactive activities. Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours. For example, students often work as a team to read the nutrition label on products, identify the ingredients, and then discuss ways to make better food choices. Working in coordination with nutrition educators, students participate in a routine and ongoing dialogue about the common foods they eat and how those foods affect their health. This is important to long term health because as students are introduced to the roots and origins of their food and how it works in their bodies, they understand how food choices impact their daily lives and health.

California Education Code (EC) Section 60800 requires each local educational agency (LEA) to administer a physical fitness test annually to all students in grades five, seven, and nine. The State Board of Education designated the FITNESSGRAM as the required Physical Fitness Test (PFT) for California public schools with the primary goal of assisting students in establishing lifelong habits of regular physical activity. Our Expanded Learning physical activity curriculum is designed to prepare students for this assessment utilizing engaging and fun activities designed to boost strength and metabolism and in turn increase health.

As part of the School Wellness Action Plan and best practice, MSA-7 uses USDA's "A Guide to Smart Snacks in School" resource for managing school vending machines, fundraisers, or snack bars to better understand the Smart Snacks standards. Typically because MSA-7 is on a co-located site we partner with LAUSD to offer the Hot Meal option for our students as part of our Prop 39 agreement.

Our healthy nutrition snack choices include:

- Smart Snack compliant Lay's Baked Barbecue Potato Chips
- Smart Snack compliant Kellogg's Cheez It Crackers Whole Grain 1oz 60ct
- Smart Snack compliant muffin otis spunkmeyer banana made with 51% whole grain naturally flavored individually wrapped 72/2 oz. 1 creditable grain ounce equivalent.

- We provide:
  - Fluid Milk – 8 ounces

11

○ Fruit, Vegetable, or 100 percent Juice – ¾ cup
○ Water

6—Diversity, Access, and Equity

Our program serves predominantly Latino (64%) and African-American (7.1%) students and families as well as other backgrounds that include White and Asian. MSA-7 links to the very strong commitment to diversity and celebration of student cultures that is a foundational feature of our school serving students and families and partnering in the program.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepare for postsecondary opportunities. The MSA-7 program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. To do this, the program actively recruits and hires staff that reflects the community of students served in the program. Orientation and ongoing professional development services provided quarterly include diversity and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served in the program, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) explicitly expresses this commitment to diversity and equity in all services. This commitment is further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners both in the physical environment and online through the MSA-7 school websites. Program staff and partners actively reach out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs.

Enrichment opportunities, guided by students themselves, embrace the diversity and rich cultural heritage students and their families bring to the expanded learning program. STEAM projects (such as robotics) and mentorship opportunities provided to students explicitly allow students to explore themes of diversity and cultural expression while allowing them to connect to successful persons of color through partnerships.

Students with diverse needs

MSA-7 and MPS have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreach, marketing, and informational material regarding program services disseminated to students and family members. It is a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program.

12

As part of our student and parent surveys conducted twice yearly. The program gathers additional information regarding students with disabilities, English Language Learners, and other students with potential barriers to better understand the needs and implement services to meet these needs.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, parents, students to recruit and enroll these students. Staff meets with teachers at the beginning of each year and monthly to address concerns and integrate appropriate curriculum and materials to meet student needs and link learning from the regular school day with the expanded learning program. Working with teachers, program staff implements useful elements to a successful integration and work in partnership with teachers and parents to implement strategies to promote student learning and development.

With about 31.4% English Language Learners, MSA-7 shows a strong need for services to support these students in the out of school hours. According to the study on English Language Learners: Becoming Fluent in Afterschool (2011), Expanded Learning programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. MSA-7 uses McGraw Hill's StudySync Designated EL program and CHATS framework for curriculum and strategies to support EL students with integrated ELD in all subject areas. The programs will use peer assisted learning strategies, instructional conversations and literacy logs as best practices demonstrated by research to be effective in increasing EL achievement. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and reading comprehension assessments, scaffolded writing practice, ELPAC practice assessments, listening comprehension tasks, and read-alouds. Homework support will be provided each day and documented in journals. This is a critical need at target schools with high EL populations, as students often lack support to complete work at home.

7—Quality Staff

Expanded Learning program task force
The school established a program task force (ELOP-TF) that consists of representatives from the student body, parent groups, staff, and administration. The duty of the ELOP-TF is as follows:

1. **Planning Phase:**
    ● Develop plans for the school to survey the needs of students through available formative and summative assessment data (CAASPP, NWEA Measures of Academic Progress (MAP) testing, midterm exams, formative classroom data, teacher self-evaluation/feedback, etc.) and educational partner surveys.

13

- Establish specific and SMART (Specific, Measurable, Attainable, Realistic and Timely) goals upon which the effectiveness of the Expanded Learning program will be evaluated.
- Using data and feedback from surveys, school administration and staff plan an effective program that will offer a variety of intervention and enrichment programs/activities to attract students and meet their needs.
- Communicate with parents and students to involve them in the planning process as well as to determine the potential number of students that will participate in the program.
- Plan effective ways to design the Expanded Learning programs in partnerships with key organizations, universities, colleges, etc.
- Assist selection, recruitment and onboarding of the personnel.

2. Implementation Phase:
- Collect and analyze survey and/or assessment data quarterly.
- Hold quarterly meetings to review/revise the school-site specific and SMART goals based on the available data and make any necessary recommendations and/or adjustments to improve the programs accordingly.
- Manage professional development and training activities.
- Involve all school stakeholders and community members in the program implementation and improvement process through the Professional Learning Communities (PLCs) and the meetings/workshops designed for the parents as well as for the community members.
- Inform the related parties of the Expanded Learning program results through regular information and internal information sessions arranged for program designers and stakeholders, ongoing staff meetings, and quarterly program evaluation reports.
- Ensure all reporting requirements are met.

Staffing

MSA-7 has current job descriptions for staff and volunteers responsible for running the after-school programs. Our partner ARC provides the coordinator and support staff running the programs.

The job qualifications and descriptions meet the criteria, at a minimum, the school district's qualifications for an instructional aide (EC Section 8483.4). MSA-7 recruits staff with at least two years of college experience. The minimum qualification for the Expanded Learning Coordinator is a bachelor's degree in education and preferably experience in program administration. The Expanded Learning Coordinator monitors staff and completes a professional development needs assessment of each staff member. Requirements are posted and advertised, and only candidates who meet all qualifications are hired. All Staff in the program are required to produce clear

14

background checks through LiveScan and negative TB Test results, and complete the onboarding and training schedules with the Coordinator.

Selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is a critical element for candidates. The program recruits tutors with at least two years of college experience. Requirements are posted and advertised, and only candidates who meet all qualifications will be hired. The Site Coordinator monitors staff and completes a professional development needs assessment of each staff member. MPS leverages partnerships with community colleges (Santa Ana College) and universities such as UC Irvine and CSU Fullerton to recruit college-age tutors. Additional staff recruitment includes college career centers, social media, partner referrals, and recruitment websites such as Edjoin, Teachers-teachers and Indeed. Recruitment is led by the MPS Human Resources department, working with the Principal, and staff. Staff have clear titles and responsibilities, and receive a competitive salary.

The program follows the lead of the MPS program and makes it a priority to employ personnel who have succeeded in overcoming barriers of circumstances as found in the surrounding low-income communities. Program staff are predominantly from these same neighborhoods. They bring an understanding of the challenges and rewards of growing up in predominantly African American, Latino and low-income communities served by the MPS, and can build trusting relationships with students. All job postings and descriptions emphasize preference for local hires and specify skills, such as bilingual language abilities, that support hiring of personnel similar to our students. When possible, we strive to hire alum of MPS.

Professional Development and Trainings
Staff development is provided each quarter and is based on assessment of staff needs and program objectives. Our PDs for staff aim to expand knowledge of content standards and instructional methods for aligning standards to instruction. Program goals include content and curriculum skills for staff, plus implementation and evaluation methods to ensure that services meet program outcomes. Our orientations include an introduction to program components, materials, and strategies for tutoring, enrichment, physical education, and college preparation services. MSA-7 Expanded Learning staff attends existing school and MPS-wide PD opportunities for teachers. Each staff member receives an annual performance review and meets quarterly to assess performance. All staff receive an annual four-hour training on youth learning theories, training methods, presentation techniques, and learning styles.

Professional development is part of the yearly program calendar, with topics that include evaluation, assessment, and data use, plus needs of English Learners and students with disabilities. PD includes tutoring instructional practices, parent communications, and training across components. Training for staff providing college preparation is provided by the MSA-7 and MPS home office staff. MSA-7 leadership team conducts annual performance reviews to outline staff performance, appraisals, and opportunities for improvements. This system helps to ensure retention among highly qualified staff in

15

the program.

Coordination of the Expanded Learning programs, staffing, retention, professional development, and managing coordination of the Expanded Learning programs, staffing, retention, professional development, and managing the required reporting is the responsibility of the Expanded Learning Coordinator in supervision of the school principal and consultation with the Expanded Learning Task-Force.

Staff receive ongoing training and development to provide a safe and supportive environment aligned with the quality standards, including; respectfully welcoming and releasing students each day, and building and maintaining trusting and supportive relationships with students. Trainings and professional developments include;

- Emergency and Safety Procedures,
- Youth Suicide: Awareness and Prevention,
- Bullying: Recognition & Response, Drug Free Workplace,
- Sexual Harassment: Staff-to-Staff, Athletic Liability,
- Sexual Misconduct: Staff-to-Student, Bloodborne Pathogen Exposure Prevention,
- Mandated Reporter: Child Abuse and Neglect,
- Title IX and Gender Equity in Athletics,
- Incident Reporting,
- Social Emotional Learning,
- Youth Voice, Building Relationships with Children & Youth, and
- Understanding the Behavior of Children and Youth.

Sub Contractors

 Sub Contractors

Our key program partner ARC is nationally recognized after school program and experiential education provider. We bridge the opportunity gap by creating transformational learning opportunities that empower youth to realize their full potential. We work with over 9,000 students on a daily basis throughout Southern California.

ARC's COMPREHENSIVE PROGRAM

After school is offered M-F until the campus. Daily schedule includes enrichment activities, homework help, healthy snacks, and outdoor play. A structured learning environment is offered to support our middle school students' transition to high school.

Programs are framed by 6-week enrichment classes, as well as daily homework assistance and experiential group activities. The 6 week cycle culminates in an event for students to showcase their new skills and knowledge.

THE 'ARC' MODEL

16

Students choose an elective for 6 weeks, culminating in a showcase to demonstrate new skills and knowledge. All electives fit within our 5 Pillars of MS Excellence. Students are offered a structured learning environment to support our middle school students' transition to high school.

6-WEEK ENRICHMENT CYCLES
Programs are framed by 6-week enrichment classes (2x/week or 12 total classes), in which students commit to an elective and path of learning. The last Friday of each 6-week rotation is culmination day, a showcase for parents, peers, and staff. This includes dance performances, science projects, newsletter and creative writings showcases, basketball club has their final 3-on-3 tourney, or a service club does their food drive, the Mad Scientists do a mini science fair, etc.

LEADERSHIP COUNCIL
A cornerstone of the middle school program is the Leadership Council. Student leaders take ownership of their site's after school program by organizing events and activities, providing guidance in program selection, and running awareness campaigns to educate peers about important social issues.

MIDDLE SCHOOL PILLARS
Enrichment activities fall within these five categories: Literacy, Leadership & Life, The Arts, Health & Fitness, and STEM.

PILLARS OF EXCELLENCE
Students sign up for 6 weeks (2x/week or 12 total classes) of a specific enrichment club based on the Pillars of Middle School Excellence.

LEADERSHIP COUNCIL
Student leaders design and drive programming with the mentorship of experienced Site Coordinators and Assistant Coordinators.

DROP-IN CENTER
An open and safe space provided on campus for students to spend time after school to finish homework, socialize, play games, and more.

WOW EVENTS
Special school-wide events that engage the entire campus. Students have a direct hand in planning large-scale events such as dances, lunch time entertainment, carnivals, open mic nights, and more.

CLUBS
Survey students on what they want to see in their after school program. ARC builds a schedule of clubs taught by on-site staff, faculty, local professionals, or student peers.

SERVICE LEARNING
Students engage in a year-long service learning campaign, focusing on an issue

17

affecting their local community, as demonstrated through the Take Action Campaign in collaboration with LAUSD's Beyond the Bell.

LEADERSHIP RETREATS
Year-long series of workshops and conferences with a focus on leadership development, with options to blend with outdoor education, college and career preparedness, and subject-specific enrichment classes.

GOALS
The Great Outdoor Leadership & Adventure Series. This outdoor education based leadership development and life skills training program takes students out of the class and to the beaches, forests, and mountains of California.

SD LEADS
A series of conferences focusing on leadership, teamwork, social justice, and overcoming obstacles. Held on various college campuses and reinforces opportunities for students to become leaders on their own campuses.

COLLEGE & CAREER BOUND
College and career tours. College applications. Tuition and financial aid. Resume building. Practice interviews.

ENRICHMENT
Create a catalog of subject-specific classes to offer your students, taught by specialists in their fields. Offerings are customized to meet the needs and interests of your students.

8—Clear Vision, Mission, and Purpose

Inspiring Students in STEM Education and Careers
Serving about 77% Socioeconomically Disadvantaged students, our students and families lack the proper environment and resources to support quality learning experience beyond the school hours. According to 2018-19 CAASPP results, MSA-7's students' proficiency rates are 34.22% in ELA and 28.61% in math. With about 31.4% English Language Learners, MSA-7 shows a strong need for services to support these students in the out of school hours. Our program also serves predominantly Latino (64%) and African-American (7.1%) students with disadvantaged backgrounds.

MSA-7 mission is graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. About 81.1% of our students are from under- represented and underserved populations. STEM education is an integral part of MSA-7 regular and expanded learning programs. Increased exposure to coding and computer literacy will enable MSA-7 students to make more authentic and real-life connections with STEM careers and pathways. Our Expanded Learning staff

18

receive training on providing activities for students on STEM careers and fields including Code.org Video Series[1] in Careers in Tech, Naviance Career Exploration[2], CareerGirls[3] and SheHereos[4] programs.

MSA-7 Staff, including, teachers, and other instructional day staff, has already worked with the leadership team to develop objectives, benchmarks, outcomes, and contributed to the project design through the completion of need and program assessments that defined the mission, vision, goals, and expected outcomes of services provided for students enrolled.

MSA-7 was built on strong partnerships with community organizations to promote enrichment activities and partnerships with cultural centers with field trips to art exhibits. There is a strong emphasis on STEAM learning in the expanded learning program and this will be supported with science and technology field trips. The program offers mentoring programs with volunteers from local businesses and college students, Boys & Girls Clubs of America, and faith-based organizations serving the surrounding area.

The engagement with stakeholders that leads directly to program design and services has accountability mechanisms built into the project design to ensure high quality services to achieve project objectives by staff and partners. In collaboration with MPS home office, Expanded Learning Task-Force monitors and updates the Program Plan responsive to the school's changing needs and the needs of our community as well as project objectives achieved in the previous year. Program Plan and outcomes achieved by MSA-7 site where services are provided are tracked with attendance and program implementation reports that break down objectives and outcomes into quarterly benchmarks that ensure the project stays on track throughout the year. As staff populates reports with data on program attendance and project objectives each month, they are able to identify areas of weakness in order to ensure continuous improvement in program operations. This monthly feedback loop keeps the project on track to achieve annual goals and outcomes. This framework of data collection and analysis drives the monthly review that Expanded Learning staff conducts with instructional school staff to analyze progress of Expanded Learning services and if they are successfully meeting the needs of the school students and families served.

The following program goals were developed in collaboration with all stakeholders, including students, teachers, parents and administrators:
1. Support all participating students to increase their proficiency in mathematics as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
2. Support all participating students to increase their proficiency in reading as

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[1] Code.org Careers in Tech https://code.org/careers-in-tech
[2] Naviance Career Exploration https://www.naviance.com/resources/tag/career-exploration
[3] Career Girls https://www.careergirls.org
[4] SheHeroes http://www.sheheroes.org

19

measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)

3. Support all participating English learners to increase their language proficiency, as measured by the ELPAC.
4. Support all participating students to increase personal and social skills through social and cultural activities, as measured by Panorama Ed's SEL surveys.
5. Support all participating students to develop physical fitness through health and recreation programs, as measured by PFT.

9—Collaborative Partnerships

MSA-7's expanded learning programs are collaboratively designed in partnerships with several stakeholders in accordance with the CDE-ASD's Quality Standards for Expanded Learning Programs. At the school level, student council organizations, parent groups, school leadership teams, and school staff are involved. MSA-7 partners with the city of Los Angeles for their events and to find out about academic contests that students can participate in. Along with partnering with Cal State Northridge to attend their college events, do college tours, and participate in programs that allow additional support for our students such as their Student Teaching program and counseling services through the CSUN Mitchell Family Clinic.

At the management level, Magnolia Public Schools central office staff and its leadership team exhibited vision and support for the programs. The Home Office provides services to the charter schools, supports and holds accountable the charter schools for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the charter schools to receive services at a lower cost. The services of the Home Office include, but are not limited to academic, finance, operations, talent management, and external relations.

Our key program partner, ARC, is nationally recognized after school program and experiential education provider. Their program bridges the opportunity gap by creating transformational learning opportunities that empower youth to realize their full potential. Arc staff lead daily homework help, academic intervention, nutrition, recreation, and enrichment. They use a whole child approach and strength's perspective philosophy.

10—Continuous Quality Improvement

MSA-7 is committed to maintaining a data driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. Point-of-Service Quality Standards Programmatic Quality Standards Quality Standards for Expanded Learning Programs will steer the assessment, evaluation and improvement processes. The quality improvement process creates a framework of clear expectations, and a

20

shared vision of quality among multiple stakeholders across all expanded learning sites. This sets forth a cycle of continuous quality improvement which is based on three steps:

> 1) Assessment of Program Quality, which employs data collection on the program using multiple strategies focusing on the standards,
> 2) Planning, which allows the program to reflect on program data use data to generate and implement an action plan for quality improvement, and
> 3) Improve Program Quality, which allows for staff to implement the action plan and reflect upon progress during implementation.

Once goals in the action plan are met, the action plan is reassessed which allows for ongoing rapid quality improvement. More than these steps, MSA-7's ASES vision for continuous quality improvement allows for quality improvement at the programmatic level, staff level, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever-changing base. MSA-7 establishes a clearly defined continuous quality improvement plan that includes:

> 1) outcomes improvement goals and action steps,
> 2) a timeline with dates for action steps and quality improvement discussions,
> 3) feedback from staff, youth, parents, and K-12 partners,
> 4) description of the information or data needed to assess quality, and
> 5) clear description of the responsibilities for each person on the improvement team.

This plan is used as the guiding document to facilitate continuous quality improvement across programs. Results of annual assessments will be used to make improvements to site specific program designs to meet the needs of the clientele at each site allowing for the program to be refined, improved and strengthened continuously to meet the evolving needs of the program base.

11—Program Management

Expanded Learning Opportunities Program Grant funding is used to implement MSA-7 quality Expanded Learning school programs in its entirety in alliance with its mission, vision and goals. Funding will enable staffing and development, program resources, snacks, supplies and materials as well as covering costs from vendors.

MSA-7 Expanded Learning school programs are closely monitored by the principal and the leadership team as part of the ELOP Task Force. The Principal regularly coordinates all Expanded Learning school programs with the Expanded Learning coordinator and school staff. The MSA-7 principal and admin team commit to supporting the program and get on-boarding and training with the OC County Office of Education and our home office Magnolia Public Schools (EC Section 8483.3[c][6]).

The principal and the team operate the program on the school site (EC Section 8482.3[f][1]), meeting all statutory and regulatory requirements (EC Section 8484.6[b]). MSA-7 also acts as the only LEA fiscal agent for the grant administration. In accordance with the Programmatic Quality Standards in Quality Standards for Expanded Learning

21

Programs, MSA-7 agrees for the planning and quality of the program for the duration of the grant period (EC Section 8482.3[f][3]).

Roles of Staff

- **Principal**: Responsible for program oversight, staff supervision, partnerships. Responsible for data analysis and quality improvement. Responsible for teacher led clubs, teams and activities.
- **Dean of Students**: Oversee compliance and program development. Responsible for compiling reports, verifying data, and managing reports.
- **Expanded Learning Coordinator**: Responsible for on-site program administration and oversight, including supervising staff such as Tutors and Enrichment Instructors. Prepares Attendance Reports.
- **Teachers** Provide enrichment**,** clubs, tutoring and athletics.
- **Tutors and Coaches**: implement programming at each site.
- **MPS Home Office Support Team**: Responsible for reviewing data analysis; provides feedback on quality improvement to ensure effective programs across the site. Prepare quarterly Expenditure Reports, manage internal and external audits. Ensures compliance and timelines.

Timeline of Tasks

- Review program goals progress data with ASES-Task force (quarterly).
- Review satisfaction survey results from prior academic year and use those results for pre-planning (June).
- Identify partners to support student learning (Ongoing).
- Annual staff development conference (July).
- Communicate with partners to ensure successful referrals for students and families (Ongoing).
- Expanded Learning Coordinator meets with the Dean of Students to review outcome data (monthly).
- The Quality improvement plan is monitored continuously. Dean of Students and Expanded Learning school coordinator work together to incorporate additions to quality improvement to allow for rapid cycle quality improvement (monthly).
- Program attendance entered and verified (weekly).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Midyear program evaluation (December)
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Annual performance evaluation for all staff (August- March).
- School attendance data reviewed and analyzed (July, December, May).
- Yearly satisfaction surveys conducted and administered to students, parents, and school staff (December and May).
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Quarterly Expenditure reports compiled and submitted to CDE.

22

- Program evaluation and improvement planning (December and May.)

Reporting Requirements

The online reporting will be used to submit quarterly expenditure reports. MPS Home office business department takes the leads in submission. Accurate attendance records will be kept using a clearly defined record keeping procedure. Attendance is reviewed daily by staff, weekly by the Expanded Learning coordinator and Principal. Actual student program attendance reports are sent to the EXLD on a semi-annual basis through the online database.

Sign-in/out Procedures

MSA-7's Expanded Learning school program commences immediately upon the conclusion of the regular school day, and operates a minimum of 15 hours per week, and at least until 6 p.m. on every regular school day.

Students sign students in with a complete signature and correct time recorded on sign in/out sheets. Parents/Guardians check out students with a complete signature and correct time recorded on sign in/out sheets.

Early Release Policy

MSA-7 staff follows CDE's Early release and late arrival policies and procedures (EC Section 8483[a][1]).

Students may be released for the reasons below. The responsible party will communicate with school staff to arrange the release and sign out procedure. The Expanded Learning Coordinator will be in charge of the communication and management of the release.

1. Off-site enrichment programs
2. Family emergency
3. Family needs
4. Medical appointment
5. Transportation
6. Child accident/injury
7. Safety issues (darkness, weather)
8. Participation in school athletic programs and team sports
9. Other conditions (reasons must be explicitly communicated and approved)

Successful and impactful Expanded Learning programs have been the key element of Magnolia Science Academy's educational program as outlined in its charter petition. MSA-7 has been heavily investing in these programs for several years and seen the positive effect on our students and communities that we serve. So far, we have

23

developed systems, protocols and routines in the program with training, resources and practices. Our experienced staff will make sure that goals of the project continue to be met with activities in its Expanded Learning program. MSA-7 Expanded Learning staff will have access to technical, structural support and resources through MPS Home Office and other funding resources to maintain and sustain the program. Specifically, the Home Office development department secures funding from philanthropies such as Joseph Drown Foundation, WallMart Foundation, and others.

Sustainability processes include quarterly partner meetings with existing and potential partners. Partners provide input in services and resources they offer. They support evaluations and are incorporated in proposals and ongoing private and public funding solicitations to sustain the Expanded Learning services. The MPS development department works to ensure expanded learning sustainability through private funds and individual giving efforts.

Sustainability is critical for expanded learning programs, and is supported by community partnerships and alignment of private and public resources and our school. MSA-7 builds upon partnerships to link, align, and sustain services, public and private partners in Los Angeles. MSA-7 also solicits public funding to sustain services to name a few:

- Mitchell Family Clinic
- The Chicago School of Psychology
- Councilmember Lee's Office
- Atalla Medical Clinic
- Dignity Healthcare
- One Generation
- Baby 2 Baby
- LAUSD SELPA
- Cal State University Northridge
- LACOE , Los Angeles County Department of Education.

24

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

MSA-7 has ASES programs and grants. ELOP plans will be comprehensive and include ASES programs to integrate. ELOP funds will complement and support all expanded learning programs.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

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25

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared and Submitted by:

MAGNOLIA SCIENCE ACADEMY-8

6411 Orchard Ave., Bell, CA 90201

School Website

https://www.msa8.magnoliapublicschools.org/

June 10, 2022

1

Name of Local Educational Agency and Expanded Learning Opportunities Program Site

Local Educational Agency (LEA) Name: Magnolia Science Academy-8 Bell

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List of the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

Magnolia Science Academy-8 Bell

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Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in *EC* Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

2

TABLE OF CONTENTS

3

Background and Demographics

Magnolia Science Academy -8 (MSA-8) is a directly funded traditional charter school and provides education to 392 students enrolled in grades 6 through 8 in the 2021-22 academic year. The school has been operating under the Magnolia Public Schools Board ("MPS Board") which is serving ten independent charter schools in the Greater Los Angeles Area, Santa Ana, and San Diego. MSA-8 has been serving students in Los Angeles County since the fall of 2009 with a mission of graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. MSA-8 is still expanding in Los Angeles while increasing the count and percentages of students.

Academic Year	Low Grade	High Grade	Enrollment (Ages 5-17)	FRPM Count (Ages 5-17)	Percent (%) Eligible FRPM (Ages 5-17)
2020-2021	6	8	440	359	81.6%
2021-2022	6	8	392	341	87.0%

Other significant student groups that serves are as follows.

2021-2022	English Learners	Foster Youth	Special Needs	Section 504	Homeless
Count	49	1	33	3	14
Percentage	12.5%	0.3%	8.4%	0.8%	3.6%

MSA-8 has been integrating strong expanded learning programs as an extension of its educational program since its inception. Our teachers host academic intervention and enrichment programs as well as sponsor clubs when the regular school day is over. Every day, students in the program attend academic remediation and enrichment activities, get nutritious snacks and engage in physical, social and emotional development programs until 6:00 pm.

4

1—Safe and Supportive Environment

MSA-8's current program is run by the school team. MSA-8 leadership team along with the Magnolia Public Schools Home Office team oversees the safe and supportive environment for the Expanded Learning program. MSA-8's site includes a big campus with access to 15 classrooms and two office spaces. The campus includes a gym and outdoor playground.

MSA-8 operates a Comprehensive School Safety Plan which encompasses the Expanded Learning program. The plan is reviewed yearly by a committee consisting of local law enforcement, school site council, school admin team, MPS home office team and approved by Magnolia Public Schools Governing Board.

The Comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. Our plan is implemented to protect the safety of students, staff and visitors and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students, staff and visitors.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

Social and Emotional Learning (SEL) skills are critical to school, career, and life success of our students. Our staff play a significant role in helping students develop strong SEL skills in our program. Our administrators use Panorama Education's SEL surveys twice a year to understand and develop teacher capacity to support every student socially and emotionally. Our Panorama SEL surveys help our team to understand and support each student with skills like growth mindset, self-efficacy, social awareness, and self-management. MSA-8 staff including the Expanded Learning program use a program known as Zones of Regulation. This program helps guide adolescents to make better choices in learning situations that require them to have better soft skills. It gives them time to journal through the computer, and see actual stories from real students who have experienced the same types of issues they may be experiencing., Furthermore, Zones of Regulation teaches conflict resolution skills directly to students. There is also a student leadership program that has a peer mentor component, so students can build bonds and develop leadership qualities. These student leaders help shape and guide the Expanded Learning program, and we teach them how to utilize advocacy to formulate the best Expanded Learning program for the school. The program also teaches executive functioning skills to help students with their academics in order to maintain a positive holistic educational experience through our STEAM

5

(Science, Technology, Engineering, Art, Athletics & Dance) Curriculum.

MSA-8 teachers and staff have been implementing Restorative Practices at campus to help students learn conflict resolution strategies and self-expression skills. Our students participate in a wide variety of activities, ranging from curricular, community and extracurricular activities. Expanded Learning students also receive support services they may need, from instructional and academic support, to psychological and emotional support. Since its inception, our school has worked hard to create a culture of "family" and our students feel that support every day. Our students have demonstrated their buy-in to the school culture through their participation in school sponsored activities, whether they take place before, during, or after school hours. We constantly ask and are given feedback about these varying activities and services from all educational partners within the MSA-8 family. Regardless of their ability levels, EL or SPED status, socioeconomic status, race, or religion, all MSA-8 students are comfortable with and willing to participate in activities offered by our school. The regular re-evaluation, by all educational partners, of programs and services offered is an effective way to assess students' participation in and need for alternative activities.

2—Active and Engaged Learning

Education research shows that time-on-task is positively associated with academic achievement. Time-on-task refers to the amount of time students spend attending to school-related tasks (Prater, 1992), such as following directions and engaging in learning activities. Students who are active participants in their knowledge acquisition and skill development own their learning and will perform at high levels of accomplishment. At the core of our Expanded Learning program design is to enable students more time-on-task to develop academic, social-emotional and physical skills. Our program design aims to actively engage students in learning at appropriate levels of difficulty throughout the day (Aronson, Zimmerman, & Carlos, 1998; Fisher, 2009; Prater, 1992).

The intervention programs will be the central and foremost important part of the school's Expanded Learning programs. Staff and tutors use effective programs such as McGraw Hill's StudySync designated ELD programs, MyOn Reading, IXL ,Alex learning and Khan Academy to improve student learning outcomes. MSA-8's students have access to Chromebooks during these Expanded Learning academic blocks. These programs allow staff to monitor the progress of participating students through software generated tests and personalized instructional materials. Staff members that run these sessions include regular classroom teachers and instructional aides to increase the effectiveness of these intervention hours.

Students work on various projects or activities including classroom projects and Project Based Learning during the Expanded Learning blocks. One goal of our program is to have a STEAM focused project, experiment, model or demo that will be shared with

6

parents quarterly and a drama and theater program to help our students who like to creatively express themselves. Many of our clubs are geared towards encouraging students to use higher levels of thinking, problem solving, and/or developing skills that are not normally fostered during the school day. Example activities include Robotics, Computer Applications, MathCounts, Robotics, Science Olympiad, Science Club, chess, photography, coding, choreography, video production, origami, knitting, song writing, beat making, multiple sport options, and the Student Council to tackle real world problems in a collaborative setting.

3—Skill Building

In the expanded learning programs, MSA-8 students develop their core subject area skills during the academic intervention and enrichment blocks. MSA-8 offers academic programs to complement in-class learning and educational experiences aligned with the Common Core Standards for English Language Arts and Mathematics, California Next Generation Science Standards and History-Social Science Standards. Academic tutoring and homework support are provided for each student based on areas of growth identified in individual student plans, student grades, standardized test scores, and teacher recommendations.

Goals for the educational and literacy element include;

1. Complement in-class ELA and Math instruction with active and engaging learning in an individualized or small group setting,
2. Provide students a time, place and resources for competency based academic enrichment programs, and
3. Provide students with a safe and supportive environment for catch-up work and homework completion.

7

MSA-8 EXPANDED LEARNING PROGRAM SAMPLE SCHEDULES

A- Nine-hour Regular School Day Sample Schedule

Time	Monday- Friday
6:00 AM- 8:00 AM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
3:00 PM - 4:00 PM	**Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee
4:00 PM -4:10 PM	**Nutrition Break**
4:10 PM -5:00 PM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
5:00 PM - 6:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges

8

B- Nine-hour Summer or Intersession Day Sample schedules

Time	Focus
8:00 AM - 11:30 AM	Summer School Classes /Day Camp Activities/Field Trip/Excursion Time and activities
11:30 AM -12: 30 PM	**Lunch Break**
12:30 PM - 5:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges **Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee

30 Day Planning:

14 Days Summer School 7/5-7/22
16 Days TBD; Fall, Winter & Spring Breaks

Tutoring: Referred by the classroom teachers, tutoring in core subject areas is provided by classroom teachers and tutors/instructional aides (ex: college students) every day for 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

Homework Help: Expanded Learning school staff monitors student completion of homework to help improve their academic performance and grades in classes. Homework help is available every day for a minimum of 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

9

4—Youth Voice and Leadership

MSA-8 currently has a Student Advisory Council, which works with the ELOP Task-Force and leadership team to establish and review program elements. This council works with the School Site Council composed of all stakeholders to develop projects led by youth. These include service-learning projects such as a cleanup, food drives, and other special events. Twice yearly, the program surveys all students enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students take an active role in the design of clubs and enrichment activities targeting interests and needs as determined by surveys and other feedback.

Students participate on the Student Advisory Council, attend quarterly advisory council meetings, and fill Student Representative roles on the council. They are involved in evaluation by assisting in the design and implementation of student, parent and teacher survey instruments implemented twice each year, and providing feedback. Students develop youth-oriented materials that report evaluation findings to peers and to the community. They solicit involvement and provide talks in the local community regarding the program. They take a leading role in blending Expanded Learning and community-based activities.

An Expanded Learning Advisory Council develops projects led by youth. These include a neighborhood and campus beautification project (such as murals), tutoring other students, and participating in recycling and community gardens, as well as other special events to support their school and community. Students will take field trips to multicultural events, such as plays and musicals, and engage in projects that build upon what they learn through these trips.

5—Healthy Choices and Behaviors

MSA-8's school wellness plan extends to cover Expanded Learning programs. All programs promote the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community.

Physical Fitness Programs: Students participate in a wide variety of physical activity during expanded learning hours. Expanded Learning sports programs, including soccer, basketball and volleyball, are provided by the Expanded Learning staff, and contracted

10

providers. These sports programs help students in starting life-long habits of regular physical activity. MSA-8's Expanded Learning staff collaborates with the school PE teachers on California Physical Fitness Test to determine the student's fitness levels and plan activities accordingly. Staff teach and participate in activities like martial arts and yoga, and model games such flag football, basketball, volleyball. Staff receive professional development training on building character, coaching, and building engaging athletic activity plans. Our program complies with several elements of a comprehensive physical education program 1) Students in all grades experience standards-based physical education in a sequential and comprehensive manner in an enjoyable, safe, and secure learning environment, 2) Physical education is taught as a positive experience to motivate students to be engaged in lifelong fitness and physical activity, not as a negative experience associated with punishment (e.g. running laps, doing push-ups, etc.) being forced upon them and serving as a detriment toward reaching fitness goals, and 3) Physical education is a structured instructional program with specific goals and objectives within expanded learning and as such, provide more opportunities for students to extend and refine the skills that were learned in the physical education programs during normal school hours.

Nutrition Education: Students participate in hands-on nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops**,** cooking demonstrations, taste tests, and other interactive activities. Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours. For example, students often work as a team to read the nutrition label on products, identify the ingredients, and then discuss ways to make better food choices. Working in coordination with nutrition educators, students participate in a routine and ongoing dialogue about the common foods they eat and how those foods affect their health. This is important to long term health because as students are introduced to the roots and origins of their food and how it works in their bodies, they understand how food choices impact their daily lives and health.

California Education Code (EC) Section 60800 requires each local educational agency (LEA) to administer a physical fitness test annually to all students in grades five, seven, and nine. The State Board of Education designated the FITNESSGRAM as the required Physical Fitness Test (PFT) for California public schools with the primary goal of assisting students in establishing lifelong habits of regular physical activity. Our Expanded Learning physical activity curriculum is designed to prepare students for this assessment utilizing engaging and fun activities designed to boost strength and metabolism and in turn increase health.

As part of the School Wellness Action Plan and best practice, MSA-8 uses USDA's "A Guide to Smart Snacks in School" resource for managing school vending machines, fundraisers, or snack bars to better understand the Smart Snacks standards. Typically because MSA-8 is on a co-located site we partner with LAUSD to offer the Hot Meal option for our students as part of our Prop 39 agreement.

11

Our healthy nutrition snack choices include:

- Smart Snack compliant Lay's Baked Barbecue Potato Chips
- Smart Snack compliant Kellogg's Cheez It Crackers Whole Grain 1oz 60ct
- Smart Snack compliant muffin otis spunkmeyer banana made with 51% whole grain naturally flavored individually wrapped 72/2 oz. 1 creditable grain ounce equivalent.

- We provide:
  - Fluid Milk – 8 ounces
  - Fruit, Vegetable, or 100 percent Juice – ¾ cup
  - Water

6—Diversity, Access, and Equity

Our program serves predominantly Latino (90.3%) and African-American (0%) students and families as well as other backgrounds that include White and Asian. MSA-8 links to the very strong commitment to diversity and celebration of student cultures that is a foundational feature of our school serving students and families and partnering in the program.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepare for postsecondary opportunities. The MSA-8 program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. To do this, the program actively recruits and hires staff that reflects the community of students served in the program. Orientation and ongoing professional development services provided quarterly include diversity and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served in the program, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) explicitly expresses this commitment to diversity and equity in all services. This commitment is further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners both in the physical environment and online through the MSA-8 school websites. Program staff and partners actively reach out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs.

Enrichment opportunities, guided by students themselves, embrace the diversity and

12

rich cultural heritage students and their families bring to the expanded learning program. STEAM projects (such as robotics) and mentorship opportunities provided to students explicitly allow students to explore themes of diversity and cultural expression while allowing them to connect to successful persons of color through partnerships.
Students with diverse needs

MSA-8 and MPS have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreach, marketing, and informational material regarding program services disseminated to students and family members. It is a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program.

As part of our student and parent surveys conducted twice yearly. The program gathers additional information regarding students with disabilities, English Language Learners, and other students with potential barriers to better understand the needs and implement services to meet these needs.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, parents, students to recruit and enroll these students. Staff meets with teachers at the beginning of each year and monthly to address concerns and integrate appropriate curriculum and materials to meet student needs and link learning from the regular school day with the expanded learning program. Working with teachers, program staff implements useful elements to a successful integration and work in partnership with teachers and parents to implement strategies to promote student learning and development.

With about 12.5% English Language Learners, MSA-8 shows a strong need for services to support these students in the out of school hours. According to the study on English Language Learners: Becoming Fluent in Afterschool (2011), Expanded Learning programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. MSA-8 uses McGraw Hill's StudySync Designated EL program and CHATS framework for curriculum and strategies to support EL students with integrated ELD in all subject areas. The programs will use peer assisted learning strategies, instructional conversations and literacy logs as best practices demonstrated by research to be effective in increasing EL achievement. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and reading comprehension assessments, scaffolded writing practice, ELPAC practice assessments, listening comprehension tasks, and read-alouds. Homework support will be provided each day and documented in journals. This is a critical need at target schools with high EL populations, as students often lack support to complete work at home.

13

7—Quality Staff

Expanded Learning program task force
The school established a program task force (ELOP-TF) that consists of representatives from the student body, parent groups, staff, and administration. The duty of the ELOP-TF is as follows:

1. **Planning Phase:**
   - Develop plans for the school to survey the needs of students through available formative and summative assessment data (CAASPP, NWEA Measures of Academic Progress (MAP) testing, midterm exams, formative classroom data, teacher self-evaluation/feedback, etc.) and educational partner surveys.
   - Establish specific and SMART (Specific, Measurable, Attainable, Realistic and Timely) goals upon which the effectiveness of the Expanded Learning program will be evaluated.
   - Using data and feedback from surveys, school administration and staff plan an effective program that will offer a variety of intervention and enrichment programs/activities to attract students and meet their needs.
   - Communicate with parents and students to involve them in the planning process as well as to determine the potential number of students that will participate in the program.
   - Plan effective ways to design the Expanded Learning programs in partnerships with key organizations, universities, colleges, etc.
   - Assist selection, recruitment and onboarding of the personnel.

2. **Implementation Phase:**
   - Collect and analyze survey and/or assessment data quarterly.
   - Hold quarterly meetings to review/revise the school-site specific and SMART goals based on the available data and make any necessary recommendations and/or adjustments to improve the programs accordingly.
   - Manage professional development and training activities.
   - Involve all school stakeholders and community members in the program implementation and improvement process through the Professional Learning Communities (PLCs) and the meetings/workshops designed for the parents as well as for the community members.
   - Inform the related parties of the Expanded Learning program results through regular information and internal information sessions arranged for program designers and stakeholders, ongoing staff meetings, and quarterly program evaluation reports.
   - Ensure all reporting requirements are met.

Staffing
MSA-8 has current job descriptions for staff and volunteers responsible for running the Expanded Learning programs.

14

The job qualifications and descriptions meet the criteria, at a minimum, the school district's qualifications for an instructional aide (EC Section 8483.4). MSA-8 recruits staff with at least two years of college experience. The minimum qualification for the Expanded Learning Coordinator is a bachelor's degree in education and preferably experience in program administration. The Expanded Learning Coordinator monitors staff and completes a professional development needs assessment of each staff member. Requirements are posted and advertised, and only candidates who meet all qualifications are hired. All Staff in the program are required to produce clear background checks through LiveScan and negative TB Test results, and complete the onboarding and training schedules with the Coordinator.

Selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is a critical element for candidates. The program recruits tutors with at least two years of college experience. Requirements are posted and advertised, and only candidates who meet all qualifications will be hired. The Site Coordinator monitors staff and completes a professional development needs assessment of each staff member. MPS leverages partnerships with community colleges (Santa Ana College) and universities such as UC Irvine and CSU Fullerton to recruit college-age tutors. Additional staff recruitment includes college career centers, social media, partner referrals, and recruitment websites such as Edjoin, Teachers-teachers and Indeed. Recruitment is led by the MPS Human Resources department, working with the Principal, and staff. Staff have clear titles and responsibilities, and receive a competitive salary.

The program follows the lead of the MPS program and makes it a priority to employ personnel who have succeeded in overcoming barriers of circumstances as found in the surrounding low-income communities. Program staff are predominantly from these same neighborhoods. They bring an understanding of the challenges and rewards of growing up in predominantly African American, Latino and low-income communities served by the MPS, and can build trusting relationships with students. All job postings and descriptions emphasize preference for local hires and specify skills, such as bilingual language abilities, that support hiring of personnel similar to our students. When possible, we strive to hire alum of MPS.

Professional Development and Trainings
Staff development is provided each quarter and is based on assessment of staff needs and program objectives. Our PDs for staff aim to expand knowledge of content standards and instructional methods for aligning standards to instruction. Program goals include content and curriculum skills for staff, plus implementation and evaluation methods to ensure that services meet program outcomes. Our orientations include an introduction to program components, materials, and strategies for tutoring, enrichment, physical education, and college preparation services. MSA-8 Expanded Learning staff attends existing school and MPS-wide PD opportunities for teachers. Each staff member receives an annual performance review and meets quarterly to assess performance. All staff receive an annual four-hour training on youth learning theories,

15

training methods, presentation techniques, and learning styles.

Professional development is part of the yearly program calendar, with topics that include evaluation, assessment, and data use, plus needs of English Learners and students with disabilities. PD includes tutoring instructional practices, parent communications, and training across components. Training for staff providing college preparation is provided by the MSA-8 and MPS home office staff. MSA-8 leadership team conducts annual performance reviews to outline staff performance, appraisals, and opportunities for improvements. This system helps to ensure retention among highly qualified staff in the program.

Coordination of the Expanded Learning programs, staffing, retention, professional development, and managing coordination of the Expanded Learning programs, staffing, retention, professional development, and managing the required reporting is the responsibility of the Expanded Learning Coordinator in supervision of the school principal and consultation with the Expanded Learning Task-Force.

Staff receive ongoing training and development to provide a safe and supportive environment aligned with the quality standards, including; respectfully welcoming and releasing students each day, and building and maintaining trusting and supportive relationships with students. Trainings and professional developments include;

- Emergency and Safety Procedures,
- Youth Suicide: Awareness and Prevention,
- Bullying: Recognition & Response, Drug Free Workplace,
- Sexual Harassment: Staff-to-Staff, Athletic Liability,
- Sexual Misconduct: Staff-to-Student, Bloodborne Pathogen Exposure Prevention,
- Mandated Reporter: Child Abuse and Neglect,
- Title IX and Gender Equity in Athletics,
- Incident Reporting,
- Social Emotional Learning,
- Youth Voice, Building Relationships with Children & Youth, and
- Understanding the Behavior of Children and Youth.

Sub Contractors

 MSA-8 runs its programs 100% with its own staff and resources.

8—Clear Vision, Mission, and Purpose

Inspiring Students in STEM Education and Careers
Serving about 88.5% Socioeconomically Disadvantaged students, our students and families lack the proper environment and resources to support quality learning experience beyond the school hours. According to 2018-19 CAASPP results, MSA-8's

16

students' proficiency rates are 42.42% in ELA and 23.86% in math. With about 12.5% English Language Learners, MSA-8 shows a strong need for services to support these students in the out of school hours. Our program also serves predominantly Latino (90.3%) and African-American (0%) students with disadvantaged backgrounds.

MSA-8 mission is graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. About 87% of our students are from under- represented and underserved populations. STEM education is an integral part of MSA-8 regular and expanded learning programs. Increased exposure to coding and computer literacy will enable MSA-8 students to make more authentic and real-life connections with STEM careers and pathways. Our Expanded Learning staff receive training on providing activities for students on STEM careers and fields including Code.org Video Series[1] in Careers in Tech, Naviance Career Exploration[2], CareerGirls[3] and SheHereos[4] programs.

MSA-8 Staff, including, teachers, and other instructional day staff, has already worked with the leadership team to develop objectives, benchmarks, outcomes, and contributed to the project design through the completion of need and program assessments that defined the mission, vision, goals, and expected outcomes of services provided for students enrolled.

MSA-8 was built on strong partnerships with community organizations to promote enrichment activities and partnerships with cultural centers with field trips to art exhibits. There is a strong emphasis on STEAM learning in the expanded learning program and this will be supported with science and technology field trips. The program offers mentoring programs with volunteers from local businesses and college students, Boys & Girls Clubs of America, and faith-based organizations serving the surrounding area.

The engagement with stakeholders that leads directly to program design and services has accountability mechanisms built into the project design to ensure high quality services to achieve project objectives by staff and partners. In collaboration with MPS home office, Expanded Learning Task-Force monitors and updates the Program Plan responsive to the school's changing needs and the needs of our community as well as project objectives achieved in the previous year. Program Plan and outcomes achieved by MSA-8 site where services are provided are tracked with attendance and program implementation reports that break down objectives and outcomes into quarterly benchmarks that ensure the project stays on track throughout the year. As staff populates reports with data on program attendance and project objectives each month, they are able to identify areas of weakness in order to ensure continuous improvement

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[1] Code.org Careers in Tech https://code.org/careers-in-tech
[2] Naviance Career Exploration https://www.naviance.com/resources/tag/career-exploration
[3] Career Girls https://www.careergirls.org
[4] SheHeroes http://www.sheheroes.org

17

in program operations. This monthly feedback loop keeps the project on track to achieve annual goals and outcomes. This framework of data collection and analysis drives the monthly review that Expanded Learning staff conducts with instructional school staff to analyze progress of Expanded Learning services and if they are successfully meeting the needs of the school students and families served.

The following program goals were developed in collaboration with all stakeholders, including students, teachers, parents and administrators:
1. Support all participating students to increase their proficiency in mathematics as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
2. Support all participating students to increase their proficiency in reading as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
3. Support all participating English learners to increase their language proficiency, as measured by the ELPAC.
4. Support all participating students to increase personal and social skills through social and cultural activities, as measured by Panorama Ed's SEL surveys.
5. Support all participating students to develop physical fitness through health and recreation programs, as measured by PFT.

9—Collaborative Partnerships

MSA-8's expanded learning programs are collaboratively designed in partnerships with several stakeholders in accordance with the CDE-ASD's Quality Standards for Expanded Learning Programs. At the school level, student council organizations, parent groups, school leadership teams, and school staff are involved. MSA- SA partners with the city of Santa Ana for their events and to find out about academic contests that students can participate in. Along with partnering with Santa Ana College, UC Irvine, and CSU Fullerton to attend their college events, do college tours, and participate in campus discussions and classes for the students who are really grasping the program and need a challenge.

At the management level, Magnolia Public Schools central office staff and its leadership team exhibited vision and support for the programs. The Home Office provides services to the charter schools, supports and holds accountable the charter schools for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the charter schools to receive services at a lower cost. The services of the Home Office include, but are not limited to academic, finance, operations, talent management, and external relations.

18

To further strengthen the program and increase sustainability, MSA-8 established partnerships with organizations and resources such as Santa Ana College and UC Irvine, and CSU Fullerton. As part of our partnerships, we recruit tutors and staff from these organizations, conduct campus visits, and involve our students in their educational enrichment programs such as dual enrollment, college visits, college application and financial aid presentations.

10—Continuous Quality Improvement

MSA-8 is committed to maintaining a data driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. Point-of-Service Quality Standards Programmatic Quality Standards Quality Standards for Expanded Learning Programs will steer the assessment, evaluation and improvement processes. The quality improvement process creates a framework of clear expectations, and a shared vision of quality among multiple stakeholders across all expanded learning sites. This sets forth a cycle of continuous quality improvement which is based on three steps:

> 1) Assessment of Program Quality, which employs data collection on the program using multiple strategies focusing on the standards,
> 2) Planning, which allows the program to reflect on program data use data to generate and implement an action plan for quality improvement, and
> 3) Improve Program Quality, which allows for staff to implement the action plan and reflect upon progress during implementation.

Once goals in the action plan are met, the action plan is reassessed which allows for ongoing rapid quality improvement. More than these steps, MSA-8's ASES vision for continuous quality improvement allows for quality improvement at the programmatic level, staff level, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever-changing base. MSA-8 establishes a clearly defined continuous quality improvement plan that includes:

> 1) outcomes improvement goals and action steps,
> 2) a timeline with dates for action steps and quality improvement discussions,
> 3) feedback from staff, youth, parents, and K-12 partners,
> 4) description of the information or data needed to assess quality, and
> 5) clear description of the responsibilities for each person on the improvement team.

This plan is used as the guiding document to facilitate continuous quality improvement across programs. Results of annual assessments will be used to make improvements to site specific program designs to meet the needs of the clientele at each site allowing for the program to be refined, improved and strengthened continuously to meet the evolving needs of the program base.

11—Program Management

Expanded Learning Opportunities Program Grant funding is used to implement MSA-8 quality Expanded Learning school programs in its entirety in alliance with its mission,

19

vision and goals. Funding will enable staffing and development, program resources, snacks, supplies and materials as well as covering costs from vendors.

MSA-8 Expanded Learning school programs are closely monitored by the principal and the leadership team as part of the ELOP Task Force. The Dean of students regularly coordinates all Expanded Learning school programs with the Expanded Learning coordinator and school staff. The MSA-8 principal and admin team commit to supporting the program and get on-boarding and training with the OC County Office of Education and our home office Magnolia Public Schools (EC Section 8483.3[c][6]).

The principal and the team operate the program on the school site (EC Section 8482.3[f][1]), meeting all statutory and regulatory requirements (EC Section 8484.6[b]). MSA-8 also acts as the only LEA fiscal agent for the grant administration. In accordance with the Programmatic Quality Standards in Quality Standards for Expanded Learning Programs, MSA-8 agrees for the planning and quality of the program for the duration of the grant period (EC Section 8482.3[f][3]).

Roles of Staff

- **Principal**: Responsible for program oversight, staff supervision, partnerships. Responsible for data analysis and quality improvement. Responsible for teacher led clubs, teams and activities.
- **Dean of Students**: Oversee compliance and program development. Responsible for compiling reports, verifying data, and managing reports.
- **Expanded Learning Coordinator**: Responsible for on-site program administration and oversight, including supervising staff such as Tutors and Enrichment Instructors. Prepares Attendance Reports.
- **Teachers** Provide enrichment**,** clubs, tutoring and athletics.
- **Tutors and Coaches**: implement programming at each site.
- **MPS Home Office Support Team**: Responsible for reviewing data analysis; provides feedback on quality improvement to ensure effective programs across the site. Prepare quarterly Expenditure Reports, manage internal and external audits. Ensures compliance and timelines.

Timeline of Tasks

- Review program goals progress data with ASES-Task force (quarterly).
- Review satisfaction survey results from prior academic year and use those results for pre-planning (June).
- Identify partners to support student learning (Ongoing).
- Annual staff development conference (July).
- Communicate with partners to ensure successful referrals for students and families (Ongoing).
- Expanded Learning Coordinator meets with the Dean of Students to review outcome data (monthly).

20

- The Quality improvement plan is monitored continuously. Dean of Students and Expanded Learning school coordinator work together to incorporate additions to quality improvement to allow for rapid cycle quality improvement (monthly).
- Program attendance entered and verified (weekly).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Midyear program evaluation (December)
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Annual performance evaluation for all staff (August- March).
- School attendance data reviewed and analyzed (July, December, May).
- Yearly satisfaction surveys conducted and administered to students, parents, and school staff (December and May).
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Program evaluation and improvement planning (December and May.)

Reporting Requirements

The online reporting will be used to submit quarterly expenditure reports. MPS Home office business department takes the leads in submission. Accurate attendance records will be kept using a clearly defined record keeping procedure. Attendance is reviewed daily by staff, weekly by the Expanded Learning coordinator and Principal. Actual student program attendance reports are sent to the EXLD on a semi-annual basis through the online database.

Sign-in/out Procedures

MSA-8's Expanded Learning school program commences immediately upon the conclusion of the regular school day, and operates a minimum of 15 hours per week, and at least until 6 p.m. on every regular school day.

Students sign students in with a complete signature and correct time recorded on sign in/out sheets. Parents/Guardians check out students with a complete signature and correct time recorded on sign in/out sheets.

Early Release Policy

MSA-8 staff follows CDE's Early release and late arrival policies and procedures (EC Section 8483[a][1]).

Students may be released for the reasons below. The responsible party will communicate with school staff to arrange the release and sign out procedure. The Expanded Learning Coordinator will be in charge of the communication and management of the release.

21

1. Off-site enrichment programs
2. Family emergency
3. Family needs
4. Medical appointment
5. Transportation
6. Child accident/injury
7. Safety issues (darkness, weather)
8. Participation in school athletic programs and team sports
9. Other conditions (reasons must be explicitly communicated and approved)

Successful and impactful Expanded Learning programs have been the key element of Magnolia Science Academy's educational program as outlined in its charter petition. MSA-8 has been heavily investing in these programs for several years and seen the positive effect on our students and communities that we serve. So far, we have developed systems, protocols and routines in the program with training, resources and practices. Our experienced staff will make sure that goals of the project continue to be met with activities in its Expanded Learning program. MSA-8 Expanded Learning staff will have access to technical, structural support and resources through MPS Home Office and other funding resources to maintain and sustain the program. Specifically, the Home Office development department secures funding from philanthropies such as Joseph Drown Foundation, WallMart Foundation, and others.

Sustainability processes include quarterly partner meetings with existing and potential partners. Partners provide input in services and resources they offer. They support evaluations and are incorporated in proposals and ongoing private and public funding solicitations to sustain the Expanded Learning services. The MPS development department works to ensure expanded learning sustainability through private funds and individual giving efforts.

Sustainability is critical for expanded learning programs, and is supported by community partnerships and alignment of private and public resources and our school. MSA-8 builds upon partnerships to link, align, and sustain services, public and private partners in Bell. MSA-8 also solicits public funding to sustain services to name a few:

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22

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

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Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (_EC_ Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

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23

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared and Submitted by:

MAGNOLIA SCIENCE ACADEMY-Santa Ana

2840 West 1st Street, Santa Ana, CA 92703

School Website

https://www.msasa.magnoliapublicschools.org/

June 10, 2022

1

Name of Local Educational Agency and Expanded Learning Opportunities Program Site

Local Educational Agency (LEA) Name: Magnolia Science Academy-Santa Ana

Contact Name: Steven Keskinturk (Site Director/ Secondary Principal); Maria Rowell (Elementary Principal)

Contact Email: skeskinturk@magnoliapublicschools.org mrowell@magnoliapublicschools.org

Contact Phone: P (714) 479-0115

List of the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

Magnolia Science Academy-Santa Ana

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Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in *EC* Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

2

TABLE OF CONTENTS

Background and Demographics

Magnolia Science Academy -Santa Ana (MSA-SA) is a directly funded traditional charter school and provides education to 513 students enrolled in grades TK through 12 in the 2021-22 academic year. The school has been operating under the Magnolia Public Schools Board ("MPS Board") which is serving ten independent charter schools in the Greater Los Angeles Area, Santa Ana, and San Diego. MSA-SA has been serving students in Orange County since the fall of 2009 with a mission of graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. MSA-SA is still expanding in Santa Ana while increasing the count and percentages of students.

Academic Year	Low Grade	High Grade	Enrollment (Ages 5-17)	FRPM Count (Ages 5-17)	Percent (%) Eligible FRPM (Ages 5-17)
2020-2021	TK	12	544	448	82.4%
2021-2022	TK	12	513	418	81.5%

Other significant student groups that serves are as follows.

2021-2022	English Learners	Foster Youth	Special Needs	Section 504	Homeless
Count	168	0	95	19	18
Percentage	32.7%	0%	18.5%	3.7%	3.5%

MSA-SA has been integrating strong expanded learning programs as an extension of its educational program since its inception. Our teachers host academic intervention and enrichment programs as well as sponsor clubs when the regular school day is over. Every day, students in the program attend academic remediation and enrichment activities, get nutritious snacks and engage in physical, social and emotional development programs until 6:00 pm.

4

1—Safe and Supportive Environment

MSA-SA's current program is run by the school team. MSA-SA leadership team along with the Magnolia Public Schools Home Office team oversees the safe and supportive environment for the Expanded Learning program. MSA-SA's site includes a big campus with access to 15 classrooms and two office spaces. The campus includes a gym and outdoor playground.

MSA-SA operates a Comprehensive School Safety Plan which encompasses the Expanded Learning program. The plan is reviewed yearly by a committee consisting of local law enforcement, school site council, school admin team, MPS home office team and approved by Magnolia Public Schools Governing Board.

The Comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. Our plan is implemented to protect the safety of students, staff and visitors and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students, staff and visitors.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

Social and Emotional Learning (SEL) skills are critical to school, career, and life success of our students. Our staff play a significant role in helping students develop strong SEL skills in our program. Our administrators use Panorama Education's SEL surveys twice a year to understand and develop teacher capacity to support every student socially and emotionally. Our Panorama SEL surveys help our team to understand and support each student with skills like growth mindset, self-efficacy, social awareness, and self-management. MSA-SA staff including the Expanded Learning program use a program known as Zones of Regulation. This program helps guide adolescents to make better choices in learning situations that require them to have better soft skills. It gives them time to journal through the computer, and see actual stories from real students who have experienced the same types of issues they may be experiencing., Furthermore, Zones of Regulation teaches conflict resolution skills directly to students. There is also a student leadership program that has a peer mentor component, so students can build bonds and develop leadership qualities. These student leaders help shape and guide the Expanded Learning program, and we teach them how to utilize advocacy to formulate the best Expanded Learning program for the school. The program also teaches executive functioning skills to help students with their academics in order to maintain a positive holistic educational experience through our STEAM

5

(Science, Technology, Engineering, Art, Athletics & Dance) Curriculum.

MSA-SAteachers and staff have been implementing Restorative Practices at campus to help students learn conflict resolution strategies and self-expression skills. Our students participate in a wide variety of activities, ranging from curricular, community and extracurricular activities. Expanded Learning students also receive support services they may need, from instructional and academic support, to psychological and emotional support. Since its inception, our school has worked hard to create a culture of "family" and our students feel that support every day. Our students have demonstrated their buy-in to the school culture through their participation in school sponsored activities, whether they take place before, during, or after school hours. We constantly ask and are given feedback about these varying activities and services from all educational partners within the MSA-SA family. Regardless of their ability levels, EL or SPED status, socioeconomic status, race, or religion, all MSA-SA students are comfortable with and willing to participate in activities offered by our school. The regular re-evaluation, by all educational partners, of programs and services offered is an effective way to assess students' participation in and need for alternative activities.

2—Active and Engaged Learning

Education research shows that time-on-task is positively associated with academic achievement. Time-on-task refers to the amount of time students spend attending to school-related tasks (Prater, 1992), such as following directions and engaging in learning activities. Students who are active participants in their knowledge acquisition and skill development own their learning and will perform at high levels of accomplishment. At the core of our Expanded Learning program design is to enable students more time-on-task to develop academic, social-emotional and physical skills. Our program design aims to actively engage students in learning at appropriate levels of difficulty throughout the day (Aronson, Zimmerman, & Carlos, 1998; Fisher, 2009; Prater, 1992).

The intervention programs will be the central and foremost important part of the school's Expanded Learning programs. Staff and tutors use effective programs such as McGraw Hill's StudySync designated ELD programs, MyOn Reading, IXL ,Alex learning and Khan Academy to improve student learning outcomes. MSA-SA's students have access to Chromebooks during these Expanded Learning academic blocks. These programs allow staff to monitor the progress of participating students through software generated tests and personalized instructional materials. Staff members that run these sessions include regular classroom teachers and instructional aides to increase the effectiveness of these intervention hours.

Students work on various projects or activities including classroom projects and Project Based Learning during the Expanded Learning blocks. One goal of our program is to have a STEAM focused project, experiment, model or demo that will be shared with

6

parents quarterly and a drama and theater program to help our students who like to creatively express themselves. Many of our clubs are geared towards encouraging students to use higher levels of thinking, problem solving, and/or developing skills that are not normally fostered during the school day. Example activities include Robotics, Computer Applications, MathCounts, Robotics, Science Olympiad, Science Club, chess, photography, coding, choreography, video production, origami, knitting, song writing, beat making, multiple sport options, and the Student Council to tackle real world problems in a collaborative setting.

3—Skill Building

In the expanded learning programs, MSA-SA students develop their core subject area skills during the academic intervention and enrichment blocks. MSA-SA offers academic programs to complement in-class learning and educational experiences aligned with the Common Core Standards for English Language Arts and Mathematics, California Next Generation Science Standards and History-Social Science Standards. Academic tutoring and homework support are provided for each student based on areas of growth identified in individual student plans, student grades, standardized test scores, and teacher recommendations.

Goals for the educational and literacy element include;

1. Complement in-class ELA and Math instruction with active and engaging learning in an individualized or small group setting,
2. Provide students a time, place and resources for competency based academic enrichment programs, and
3. Provide students with a safe and supportive environment for catch-up work and homework completion.

7

MSA-SA EXPANDED LEARNING PROGRAM SAMPLE SCHEDULES

A- Nine-hour Regular School Day Sample Schedule

Time	Monday- Friday
6:00 AM- 8:00 AM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
3:00 PM - 4:00 PM	**Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee
4:00 PM -4:10 PM	**Nutrition Break**
4:10 PM -5:00 PM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
5:00 PM - 6:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges

8

B- Nine-hour Summer or Intersession Day Sample schedules

Time	Focus
8:00 AM - 11:30 AM	Summer School Classes /Day Camp Activities/Field Trip/Excursion Time and activities
11:30 AM -12: 30 PM	**Lunch Break**
12:30 PM - 5:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges **Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee

30 Day Planning:

14 Days Summer School 7/5-7/22
16 Days TBD; Fall, Winter & Spring Breaks

Tutoring: Referred by the classroom teachers, tutoring in core subject areas is provided by classroom teachers and tutors/instructional aides (ex: college students) every day for 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

Homework Help: Expanded Learning school staff monitors student completion of homework to help improve their academic performance and grades in classes. Homework help is available every day for a minimum of 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

9

4—Youth Voice and Leadership

MSA-SA currently has a Student Advisory Council, which works with the ELOP Task-Force and leadership team to establish and review program elements. This council works with the School Site Council composed of all stakeholders to develop projects led by youth. These include service-learning projects such as a cleanup, food drives, and other special events. Twice yearly, the program surveys all students enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students take an active role in the design of clubs and enrichment activities targeting interests and needs as determined by surveys and other feedback.

Students participate on the Student Advisory Council, attend quarterly advisory council meetings, and fill Student Representative roles on the council. They are involved in evaluation by assisting in the design and implementation of student, parent and teacher survey instruments implemented twice each year, and providing feedback. Students develop youth-oriented materials that report evaluation findings to peers and to the community. They solicit involvement and provide talks in the local community regarding the program. They take a leading role in blending Expanded Learning and community-based activities.

An Expanded Learning Advisory Council develops projects led by youth. These include a neighborhood and campus beautification project (such as murals), tutoring other students, and participating in recycling and community gardens, as well as other special events to support their school and community. Students will take field trips to multicultural events, such as plays and musicals, and engage in projects that build upon what they learn through these trips.

5—Healthy Choices and Behaviors

MSA-SA's school wellness plan extends to cover Expanded Learning programs. All programs promote the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community.

Physical Fitness Programs: Students participate in a wide variety of physical activity during expanded learning hours. Expanded Learning sports programs, including soccer, basketball and volleyball, are provided by the Expanded Learning staff, and contracted

10

providers. These sports programs help students in starting life-long habits of regular physical activity. MSA-SA's Expanded Learning staff collaborates with the school PE teachers on California Physical Fitness Test to determine the student's fitness levels and plan activities accordingly. Staff teach and participate in activities like martial arts and yoga, and model games such flag football, basketball, volleyball. Staff receive professional development training on building character, coaching, and building engaging athletic activity plans. Our program complies with several elements of a comprehensive physical education program 1) Students in all grades experience standards-based physical education in a sequential and comprehensive manner in an enjoyable, safe, and secure learning environment, 2) Physical education is taught as a positive experience to motivate students to be engaged in lifelong fitness and physical activity, not as a negative experience associated with punishment (e.g. running laps, doing push-ups, etc.) being forced upon them and serving as a detriment toward reaching fitness goals, and 3) Physical education is a structured instructional program with specific goals and objectives within expanded learning and as such, provide more opportunities for students to extend and refine the skills that were learned in the physical education programs during normal school hours.

Nutrition Education: Students participate in hands-on nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops**,** cooking demonstrations, taste tests, and other interactive activities. Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours. For example, students often work as a team to read the nutrition label on products, identify the ingredients, and then discuss ways to make better food choices. Working in coordination with nutrition educators, students participate in a routine and ongoing dialogue about the common foods they eat and how those foods affect their health. This is important to long term health because as students are introduced to the roots and origins of their food and how it works in their bodies, they understand how food choices impact their daily lives and health.

California Education Code (EC) Section 60800 requires each local educational agency (LEA) to administer a physical fitness test annually to all students in grades five, seven, and nine. The State Board of Education designated the FITNESSGRAM as the required Physical Fitness Test (PFT) for California public schools with the primary goal of assisting students in establishing lifelong habits of regular physical activity. Our Expanded Learning physical activity curriculum is designed to prepare students for this assessment utilizing engaging and fun activities designed to boost strength and metabolism and in turn increase health.

As part of the School Wellness Action Plan and best practice, MSA-SA uses USDA's "A Guide to Smart Snacks in School" resource for managing school vending machines, fundraisers, or snack bars to better understand the Smart Snacks standards. Typically because MSA-SA is on a co-located site we partner with LAUSD to offer the Hot Meal option for our students as part of our Prop 39 agreement.

11

Our healthy nutrition snack choices include:

- Smart Snack compliant Lay's Baked Barbecue Potato Chips
- Smart Snack compliant Kellogg's Cheez It Crackers Whole Grain 1oz 60ct
- Smart Snack compliant muffin otis spunkmeyer banana made with 51% whole grain naturally flavored individually wrapped 72/2 oz. 1 creditable grain ounce equivalent.

- We provide:
    - Fluid Milk – 8 ounces
    - Fruit, Vegetable, or 100 percent Juice – ¾ cup
    - Water

6—Diversity, Access, and Equity

Our program serves predominantly Latino (87.7%) and African-American (2.9%) students and families as well as other backgrounds that include White and Asian. MSA-SA links to the very strong commitment to diversity and celebration of student cultures that is a foundational feature of our school serving students and families and partnering in the program.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepare for postsecondary opportunities. The MSA-SA program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. To do this, the program actively recruits and hires staff that reflects the community of students served in the program. Orientation and ongoing professional development services provided quarterly include diversity and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served in the program, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) explicitly expresses this commitment to diversity and equity in all services. This commitment is further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners both in the physical environment and online through the MSA-SA school websites. Program staff and partners actively reach out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs.

Enrichment opportunities, guided by students themselves, embrace the diversity and

12

rich cultural heritage students and their families bring to the expanded learning program. STEAM projects (such as robotics) and mentorship opportunities provided to students explicitly allow students to explore themes of diversity and cultural expression while allowing them to connect to successful persons of color through partnerships.

Students with diverse needs

MSA-SA and MPS have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreach, marketing, and informational material regarding program services disseminated to students and family members. It is a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program.

As part of our student and parent surveys conducted twice yearly. The program gathers additional information regarding students with disabilities, English Language Learners, and other students with potential barriers to better understand the needs and implement services to meet these needs.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, parents, students to recruit and enroll these students. Staff meets with teachers at the beginning of each year and monthly to address concerns and integrate appropriate curriculum and materials to meet student needs and link learning from the regular school day with the expanded learning program. Working with teachers, program staff implements useful elements to a successful integration and work in partnership with teachers and parents to implement strategies to promote student learning and development.

With about 32.7% English Language Learners, MSA-SA shows a strong need for services to support these students in the out of school hours. According to the study on English Language Learners: Becoming Fluent in Afterschool (2011), Expanded Learning programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. MSA-SA uses McGraw Hill's StudySync Designated EL program and CHATS framework for curriculum and strategies to support EL students with integrated ELD in all subject areas. The programs will use peer assisted learning strategies, instructional conversations and literacy logs as best practices demonstrated by research to be effective in increasing EL achievement. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and reading comprehension assessments, scaffolded writing practice, ELPAC practice assessments, listening comprehension tasks, and read-alouds. Homework support will be provided each day and documented in journals. This is a critical need at target schools with high EL populations, as students often lack support to complete work at home.

13

7—Quality Staff

Expanded Learning program task force
The school established a program task force (ELOP-TF) that consists of representatives from the student body, parent groups, staff, and administration. The duty of the ELOP-TF is as follows:

1. **Planning Phase:**
    ● Develop plans for the school to survey the needs of students through available formative and summative assessment data (CAASPP, NWEA Measures of Academic Progress (MAP) testing, midterm exams, formative classroom data, teacher self-evaluation/feedback, etc.) and educational partner surveys.
    ● Establish specific and SMART (Specific, Measurable, Attainable, Realistic and Timely) goals upon which the effectiveness of the Expanded Learning program will be evaluated.
    ● Using data and feedback from surveys, school administration and staff plan an effective program that will offer a variety of intervention and enrichment programs/activities to attract students and meet their needs.
    ● Communicate with parents and students to involve them in the planning process as well as to determine the potential number of students that will participate in the program.
    ● Plan effective ways to design the Expanded Learning programs in partnerships with key organizations, universities, colleges, etc.
    ● Assist selection, recruitment and onboarding of the personnel.

2. **Implementation Phase:**
    ● Collect and analyze survey and/or assessment data quarterly.
    ● Hold quarterly meetings to review/revise the school-site specific and SMART goals based on the available data and make any necessary recommendations and/or adjustments to improve the programs accordingly.
    ● Manage professional development and training activities.
    ● Involve all school stakeholders and community members in the program implementation and improvement process through the Professional Learning Communities (PLCs) and the meetings/workshops designed for the parents as well as for the community members.
    ● Inform the related parties of the Expanded Learning program results through regular information and internal information sessions arranged for program designers and stakeholders, ongoing staff meetings, and quarterly program evaluation reports.
    ● Ensure all reporting requirements are met.

Staffing
MSA-SA has current job descriptions for staff and volunteers responsible for running the Expanded Learning programs.

14

The job qualifications and descriptions meet the criteria, at a minimum, the school district's qualifications for an instructional aide (EC Section 8483.4). MSA-SA recruits staff with at least two years of college experience. The minimum qualification for the Expanded Learning Coordinator is a bachelor's degree in education and preferably experience in program administration. The Expanded Learning Coordinator monitors staff and completes a professional development needs assessment of each staff member. Requirements are posted and advertised, and only candidates who meet all qualifications are hired. All Staff in the program are required to produce clear background checks through LiveScan and negative TB Test results, and complete the onboarding and training schedules with the Coordinator.

Selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is a critical element for candidates. The program recruits tutors with at least two years of college experience. Requirements are posted and advertised, and only candidates who meet all qualifications will be hired. The Site Coordinator monitors staff and completes a professional development needs assessment of each staff member. MPS leverages partnerships with community colleges (Santa Ana College) and universities such as UC Irvine and CSU Fullerton to recruit college-age tutors. Additional staff recruitment includes college career centers, social media, partner referrals, and recruitment websites such as Edjoin, Teachers-teachers and Indeed. Recruitment is led by the MPS Human Resources department, working with the Principal, and staff. Staff have clear titles and responsibilities, and receive a competitive salary.

The program follows the lead of the MPS program and makes it a priority to employ personnel who have succeeded in overcoming barriers of circumstances as found in the surrounding low-income communities. Program staff are predominantly from these same neighborhoods. They bring an understanding of the challenges and rewards of growing up in predominantly African American, Latino and low-income communities served by the MPS, and can build trusting relationships with students. All job postings and descriptions emphasize preference for local hires and specify skills, such as bilingual language abilities, that support hiring of personnel similar to our students. When possible, we strive to hire alum of MPS.

Professional Development and Trainings
Staff development is provided each quarter and is based on assessment of staff needs and program objectives. Our PDs for staff aim to expand knowledge of content standards and instructional methods for aligning standards to instruction. Program goals include content and curriculum skills for staff, plus implementation and evaluation methods to ensure that services meet program outcomes. Our orientations include an introduction to program components, materials, and strategies for tutoring, enrichment, physical education, and college preparation services. MSA-SA Expanded Learning staff attends existing school and MPS-wide PD opportunities for teachers. Each staff member receives an annual performance review and meets quarterly to assess performance. All staff receive an annual four-hour training on youth learning theories,

15

training methods, presentation techniques, and learning styles.

Professional development is part of the yearly program calendar, with topics that include evaluation, assessment, and data use, plus needs of English Learners and students with disabilities. PD includes tutoring instructional practices, parent communications, and training across components. Training for staff providing college preparation is provided by the MSA-SA and MPS home office staff. MSA-SA leadership team conducts annual performance reviews to outline staff performance, appraisals, and opportunities for improvements. This system helps to ensure retention among highly qualified staff in the program.

Coordination of the Expanded Learning programs, staffing, retention, professional development, and managing coordination of the Expanded Learning programs, staffing, retention, professional development, and managing the required reporting is the responsibility of the Expanded Learning Coordinator in supervision of the school principal and consultation with the Expanded Learning Task-Force.

Staff receive ongoing training and development to provide a safe and supportive environment aligned with the quality standards, including; respectfully welcoming and releasing students each day, and building and maintaining trusting and supportive relationships with students. Trainings and professional developments include;

- Emergency and Safety Procedures,
- Youth Suicide: Awareness and Prevention,
- Bullying: Recognition & Response, Drug Free Workplace,
- Sexual Harassment: Staff-to-Staff, Athletic Liability,
- Sexual Misconduct: Staff-to-Student, Bloodborne Pathogen Exposure Prevention,
- Mandated Reporter: Child Abuse and Neglect,
- Title IX and Gender Equity in Athletics,
- Incident Reporting,
- Social Emotional Learning,
- Youth Voice, Building Relationships with Children & Youth, and
- Understanding the Behavior of Children and Youth.

Sub Contractors

 MSA-SA runs its programs 100% with its own staff and resources.

8—Clear Vision, Mission, and Purpose

Inspiring Students in STEM Education and Careers
Serving about 82.7% Socioeconomically Disadvantaged students, our students and families lack the proper environment and resources to support quality learning experience beyond the school hours. According to 2018-19 CAASPP results, MSA-SA's

16

students' proficiency rates are 34.22% in ELA and 28.61% in math. With about 32.7% English Language Learners, MSA-SA shows a strong need for services to support these students in the out of school hours. Our program also serves predominantly Latino (87.7%) and African-American (2.9%) students with disadvantaged backgrounds.

MSA-SA mission is graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. About 81.5% of our students are from under- represented and underserved populations. STEM education is an integral part of MSA-SA regular and expanded learning programs. Increased exposure to coding and computer literacy will enable MSA-SA students to make more authentic and real-life connections with STEM careers and pathways. Our Expanded Learning staff receive training on providing activities for students on STEM careers and fields including Code.org Video Series[1] in Careers in Tech, Naviance Career Exploration[2], CareerGirls[3] and SheHereos[4] programs.

MSA-SA Staff, including, teachers, and other instructional day staff, has already worked with the leadership team to develop objectives, benchmarks, outcomes, and contributed to the project design through the completion of need and program assessments that defined the mission, vision, goals, and expected outcomes of services provided for students enrolled.

MSA-SA was built on strong partnerships with community organizations to promote enrichment activities and partnerships with cultural centers with field trips to art exhibits. There is a strong emphasis on STEAM learning in the expanded learning program and this will be supported with science and technology field trips. The program offers mentoring programs with volunteers from local businesses and college students, Boys & Girls Clubs of America, and faith-based organizations serving the surrounding area.

The engagement with stakeholders that leads directly to program design and services has accountability mechanisms built into the project design to ensure high quality services to achieve project objectives by staff and partners. In collaboration with MPS home office, Expanded Learning Task-Force monitors and updates the Program Plan responsive to the school's changing needs and the needs of our community as well as project objectives achieved in the previous year. Program Plan and outcomes achieved by MSA-SA site where services are provided are tracked with attendance and program implementation reports that break down objectives and outcomes into quarterly benchmarks that ensure the project stays on track throughout the year. As staff populates reports with data on program attendance and project objectives each month, they are able to identify areas of weakness in order to ensure continuous improvement

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[1] Code.org Careers in Tech https://code.org/careers-in-tech
[2] Naviance Career Exploration https://www.naviance.com/resources/tag/career-exploration
[3] Career Girls https://www.careergirls.org
[4] SheHeroes http://www.sheheroes.org

17

in program operations. This monthly feedback loop keeps the project on track to achieve annual goals and outcomes. This framework of data collection and analysis drives the monthly review that Expanded Learning staff conducts with instructional school staff to analyze progress of Expanded Learning services and if they are successfully meeting the needs of the school students and families served.

The following program goals were developed in collaboration with all stakeholders, including students, teachers, parents and administrators:
1. Support all participating students to increase their proficiency in mathematics as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
2. Support all participating students to increase their proficiency in reading as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
3. Support all participating English learners to increase their language proficiency, as measured by the ELPAC.
4. Support all participating students to increase personal and social skills through social and cultural activities, as measured by Panorama Ed's SEL surveys.
5. Support all participating students to develop physical fitness through health and recreation programs, as measured by PFT.

9—Collaborative Partnerships

MSA-SA's expanded learning programs are collaboratively designed in partnerships with several stakeholders in accordance with the CDE-ASD's Quality Standards for Expanded Learning Programs. At the school level, student council organizations, parent groups, school leadership teams, and school staff are involved. MSA- SA partners with the city of Santa Ana for their events and to find out about academic contests that students can participate in. Along with partnering with Santa Ana College, UC Irvine, and CSU Fullerton to attend their college events, do college tours, and participate in campus discussions and classes for the students who are really grasping the program and need a challenge.

At the management level, Magnolia Public Schools central office staff and its leadership team exhibited vision and support for the programs. The Home Office provides services to the charter schools, supports and holds accountable the charter schools for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the charter schools to receive services at a lower cost. The services of the Home Office include, but are not limited to academic, finance, operations, talent management, and external relations.

18

To further strengthen the program and increase sustainability, MSA-SA established partnerships with organizations and resources such as Santa Ana College and UC Irvine, and CSU Fullerton. As part of our partnerships, we recruit tutors and staff from these organizations, conduct campus visits, and involve our students in their educational enrichment programs such as dual enrollment, college visits, college application and financial aid presentations.

10—Continuous Quality Improvement

MSA-SA is committed to maintaining a data driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. Point-of-Service Quality Standards Programmatic Quality Standards Quality Standards for Expanded Learning Programs will steer the assessment, evaluation and improvement processes. The quality improvement process creates a framework of clear expectations, and a shared vision of quality among multiple stakeholders across all expanded learning sites. This sets forth a cycle of continuous quality improvement which is based on three steps:

> 1) Assessment of Program Quality, which employs data collection on the program using multiple strategies focusing on the standards,
> 2) Planning, which allows the program to reflect on program data use data to generate and implement an action plan for quality improvement, and
> 3) Improve Program Quality, which allows for staff to implement the action plan and reflect upon progress during implementation.

Once goals in the action plan are met, the action plan is reassessed which allows for ongoing rapid quality improvement. More than these steps, MSA-SA's ASES vision for continuous quality improvement allows for quality improvement at the programmatic level, staff level, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever-changing base. MSA-SA establishes a clearly defined continuous quality improvement plan that includes:

> 1) outcomes improvement goals and action steps,
> 2) a timeline with dates for action steps and quality improvement discussions,
> 3) feedback from staff, youth, parents, and K-12 partners,
> 4) description of the information or data needed to assess quality, and
> 5) clear description of the responsibilities for each person on the improvement team.

This plan is used as the guiding document to facilitate continuous quality improvement across programs. Results of annual assessments will be used to make improvements to site specific program designs to meet the needs of the clientele at each site allowing for the program to be refined, improved and strengthened continuously to meet the evolving needs of the program base.

11—Program Management

Expanded Learning Opportunities Program Grant funding is used to implement MSA-SA quality Expanded Learning school programs in its entirety in alliance with its mission,

19

vision and goals. Funding will enable staffing and development, program resources, snacks, supplies and materials as well as covering costs from vendors.

MSA-SA Expanded Learning school programs are closely monitored by the principal and the leadership team as part of the ELOP Task Force. The Dean of students regularly coordinates all Expanded Learning school programs with the Expanded Learning coordinator and school staff. The MSA-SA principal and admin team commit to supporting the program and get on-boarding and training with the OC County Office of Education and our home office Magnolia Public Schools (EC Section 8483.3[c][6]).

The principal and the team operate the program on the school site (EC Section 8482.3[f][1]), meeting all statutory and regulatory requirements (EC Section 8484.6[b]). MSA-SA also acts as the only LEA fiscal agent for the grant administration. In accordance with the Programmatic Quality Standards in Quality Standards for Expanded Learning Programs, MSA-SA agrees for the planning and quality of the program for the duration of the grant period (EC Section 8482.3[f][3]).

Roles of Staff

- **Principal**: Responsible for program oversight, staff supervision, partnerships. Responsible for data analysis and quality improvement. Responsible for teacher led clubs, teams and activities.
- **Dean of Students**: Oversee compliance and program development. Responsible for compiling reports, verifying data, and managing reports.
- **Expanded Learning Coordinator**: Responsible for on-site program administration and oversight, including supervising staff such as Tutors and Enrichment Instructors. Prepares Attendance Reports.
- **Teachers** Provide enrichment**,** clubs, tutoring and athletics.
- **Tutors and Coaches**: implement programming at each site.
- **MPS Home Office Support Team**: Responsible for reviewing data analysis; provides feedback on quality improvement to ensure effective programs across the site. Prepare quarterly Expenditure Reports, manage internal and external audits. Ensures compliance and timelines.

Timeline of Tasks

- Review program goals progress data with ASES-Task force (quarterly).
- Review satisfaction survey results from prior academic year and use those results for pre-planning (June).
- Identify partners to support student learning (Ongoing).
- Annual staff development conference (July).
- Communicate with partners to ensure successful referrals for students and families (Ongoing).
- Expanded Learning Coordinator meets with the Dean of Students to review outcome data (monthly).

20

- The Quality improvement plan is monitored continuously. Dean of Students and Expanded Learning school coordinator work together to incorporate additions to quality improvement to allow for rapid cycle quality improvement (monthly).
- Program attendance entered and verified (weekly).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Midyear program evaluation (December)
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Annual performance evaluation for all staff (August- March).
- School attendance data reviewed and analyzed (July, December, May).
- Yearly satisfaction surveys conducted and administered to students, parents, and school staff (December and May).
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Program evaluation and improvement planning (December and May.)

Reporting Requirements

The online reporting will be used to submit quarterly expenditure reports. MPS Home office business department takes the leads in submission. Accurate attendance records will be kept using a clearly defined record keeping procedure. Attendance is reviewed daily by staff, weekly by the Expanded Learning coordinator and Principal. Actual student program attendance reports are sent to the EXLD on a semi-annual basis through the online database.

Sign-in/out Procedures

MSA-SA's Expanded Learning school program commences immediately upon the conclusion of the regular school day, and operates a minimum of 15 hours per week, and at least until 6 p.m. on every regular school day.

Students sign students in with a complete signature and correct time recorded on sign in/out sheets. Parents/Guardians check out students with a complete signature and correct time recorded on sign in/out sheets.

Early Release Policy

MSA-SA staff follows CDE's Early release and late arrival policies and procedures (EC Section 8483[a][1]).

Students may be released for the reasons below. The responsible party will communicate with school staff to arrange the release and sign out procedure. The Expanded Learning Coordinator will be in charge of the communication and management of the release.

1. Off-site enrichment programs
2. Family emergency
3. Family needs
4. Medical appointment
5. Transportation
6. Child accident/injury
7. Safety issues (darkness, weather)
8. Participation in school athletic programs and team sports
9. Other conditions (reasons must be explicitly communicated and approved)

Successful and impactful Expanded Learning programs have been the key element of Magnolia Science Academy's educational program as outlined in its charter petition. MSA-SA has been heavily investing in these programs for several years and seen the positive effect on our students and communities that we serve. So far, we have developed systems, protocols and routines in the program with training, resources and practices. Our experienced staff will make sure that goals of the project continue to be met with activities in its Expanded Learning program. MSA-SA Expanded Learning staff will have access to technical, structural support and resources through MPS Home Office and other funding resources to maintain and sustain the program. Specifically, the Home Office development department secures funding from philanthropies such as Joseph Drown Foundation, WallMart Foundation, and others.

Sustainability processes include quarterly partner meetings with existing and potential partners. Partners provide input in services and resources they offer. They support evaluations and are incorporated in proposals and ongoing private and public funding solicitations to sustain the Expanded Learning services. The MPS development department works to ensure expanded learning sustainability through private funds and individual giving efforts.

Sustainability is critical for expanded learning programs, and is supported by community partnerships and alignment of private and public resources and our school. MSA-SA builds upon partnerships to link, align, and sustain services, public and private partners in Santa Ana. MSA-SA also solicits public funding to sustain services to name a few:

- City of Santa Ana
- Western Youth Services
- Help Me Grow TK-2nd Grade
- OC Health
- OC Family Justice Center
- Planned Parenthood
- Salvation Army Family Services
- El Dorado SELPA
- OC Soccer Club
- Santa Ana College

22

- OCDE, Orange County Department of Education.
- UCI, University of California, Irvine
- Power if One Foundation
- Official No One Left Behind Foundation
- Congressman Lou Correa's Office
- OC County Board Supervision, Andrew Do's Office

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

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Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

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24

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared and Submitted by:

MAGNOLIA SCIENCE ACADEMY-San Diego

6525 Estrella Ave., San Diego, CA 92120

School Website

https://www.msasd.magnoliapublicschools.org/

June 10, 2022

1

Name of Local Educational Agency and Expanded Learning Opportunities Program Site

Local Educational Agency (LEA) Name: Magnolia Science Academy- San Diego

Contact Name: Gokhan Serce

Contact Email: gserce@magnoliapublicschools.org

Contact Phone: (619) 644-1300

List of the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

Magnolia Science Academy- San Diego

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Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in *EC* Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

2

TABLE OF CONTENTS

3

Background and Demographics

Magnolia Science Academy -San Diego (MSA-SD) is a directly funded traditional charter school and provides education to 421 students enrolled in grades 6 through 8 in the 2021-22 academic year. The school has been operating under the Magnolia Public Schools Board ("MPS Board") which is serving ten independent charter schools in the Greater Los Angeles Area, Santa Ana, and San Diego. MSA-SD has been serving students in San Diego County since the fall of 2009 with a mission of graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. MSA-SD is still expanding in Santa Ana while increasing the count and percentages of students.

Academic Year	Low Grade	High Grade	Enrollment (Ages 5-17)	FRPM Count (Ages 5-17)	Percent (%) Eligible FRPM (Ages 5-17)
2020-2021	6	8	441	169	38.3
2021-2022	6	8	421	153	36.3

Other significant student groups that serves are as follows.

2021-2022	English Learners	Foster Youth	Special Needs	Section 504	Homeless
Count	31	0	73	13	11
Percentage	7.4%	0%	17.3%	3.1%	2.6%

MSA-SD has been integrating strong expanded learning programs as an extension of its educational program since its inception. Our teachers host academic intervention and enrichment programs as well as sponsor clubs when the regular school day is over. Every day, students in the program attend academic remediation and enrichment activities, get nutritious snacks and engage in physical, social and emotional development programs until 6:00 pm.

4

1—Safe and Supportive Environment

MSA-SD's current program is run by the school team. MSA-SD leadership team along with the Magnolia Public Schools Home Office team oversees the safe and supportive environment for the Expanded Learning program. MSA-SD's site includes a big campus with access to 15 classrooms and two office spaces. The campus includes a gym and outdoor playground.

MSA-SD operates a Comprehensive School Safety Plan which encompasses the Expanded Learning program. The plan is reviewed yearly by a committee consisting of local law enforcement, school site council, school admin team, MPS home office team and approved by Magnolia Public Schools Governing Board.

The Comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. Our plan is implemented to protect the safety of students, staff and visitors and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students, staff and visitors.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

Social and Emotional Learning (SEL) skills are critical to school, career, and life success of our students. Our staff play a significant role in helping students develop strong SEL skills in our program. Our administrators use Panorama Education's SEL surveys twice a year to understand and develop teacher capacity to support every student socially and emotionally. Our Panorama SEL surveys help our team to understand and support each student with skills like growth mindset, self-efficacy, social awareness, and self-management. MSA-SD staff including the Expanded Learning program use a program known as Zones of Regulation. This program helps guide adolescents to make better choices in learning situations that require them to have better soft skills. It gives them time to journal through the computer, and see actual stories from real students who have experienced the same types of issues they may be experiencing., Furthermore, Zones of Regulation teaches conflict resolution skills directly to students. There is also a student leadership program that has a peer mentor component, so students can build bonds and develop leadership qualities. These student leaders help shape and guide the Expanded Learning program, and we teach them how to utilize advocacy to formulate the best Expanded Learning program for the school. The program also teaches executive functioning skills to help students with their academics in order to maintain a positive holistic educational experience through our STEAM

5

(Science, Technology, Engineering, Art, Athletics & Dance) Curriculum.

MSA-SD teachers and staff have been implementing Restorative Practices at campus to help students learn conflict resolution strategies and self-expression skills. Our students participate in a wide variety of activities, ranging from curricular, community and extracurricular activities. Expanded Learning students also receive support services they may need, from instructional and academic support, to psychological and emotional support. Since its inception, our school has worked hard to create a culture of "family" and our students feel that support every day. Our students have demonstrated their buy-in to the school culture through their participation in school sponsored activities, whether they take place before, during, or after school hours. We constantly ask and are given feedback about these varying activities and services from all educational partners within the MSA-SD family. Regardless of their ability levels, EL or SPED status, socioeconomic status, race, or religion, all MSA-SD students are comfortable with and willing to participate in activities offered by our school. The regular re-evaluation, by all educational partners, of programs and services offered is an effective way to assess students' participation in and need for alternative activities.

2—Active and Engaged Learning

Education research shows that time-on-task is positively associated with academic achievement. Time-on-task refers to the amount of time students spend attending to school-related tasks (Prater, 1992), such as following directions and engaging in learning activities. Students who are active participants in their knowledge acquisition and skill development own their learning and will perform at high levels of accomplishment. At the core of our Expanded Learning program design is to enable students more time-on-task to develop academic, social-emotional and physical skills. Our program design aims to actively engage students in learning at appropriate levels of difficulty throughout the day (Aronson, Zimmerman, & Carlos, 1998; Fisher, 2009; Prater, 1992).

The intervention programs will be the central and foremost important part of the school's Expanded Learning programs. Staff and tutors use effective programs such as McGraw Hill's StudySync designated ELD programs, MyOn Reading, IXL ,Alex learning and Khan Academy to improve student learning outcomes. MSA-SD's students have access to Chromebooks during these Expanded Learning academic blocks. These programs allow staff to monitor the progress of participating students through software generated tests and personalized instructional materials. Staff members that run these sessions include regular classroom teachers and instructional aides to increase the effectiveness of these intervention hours.

Students work on various projects or activities including classroom projects and Project Based Learning during the Expanded Learning blocks. One goal of our program is to have a STEAM focused project, experiment, model or demo that will be shared with

6

parents quarterly and a drama and theater program to help our students who like to creatively express themselves. Many of our clubs are geared towards encouraging students to use higher levels of thinking, problem solving, and/or developing skills that are not normally fostered during the school day. Example activities include Robotics, Computer Applications, MathCounts, Robotics, Science Olympiad, Science Club, chess, photography, coding, choreography, video production, origami, knitting, song writing, beat making, multiple sport options, and the Student Council to tackle real world problems in a collaborative setting.

3—Skill Building

In the expanded learning programs, MSA-SD students develop their core subject area skills during the academic intervention and enrichment blocks. MSA-SD offers academic programs to complement in-class learning and educational experiences aligned with the Common Core Standards for English Language Arts and Mathematics, California Next Generation Science Standards and History-Social Science Standards. Academic tutoring and homework support are provided for each student based on areas of growth identified in individual student plans, student grades, standardized test scores, and teacher recommendations.

Goals for the educational and literacy element include;

1. Complement in-class ELA and Math instruction with active and engaging learning in an individualized or small group setting,
2. Provide students a time, place and resources for competency based academic enrichment programs, and
3. Provide students with a safe and supportive environment for catch-up work and homework completion.

7

MSA-SD EXPANDED LEARNING PROGRAM SAMPLE SCHEDULES

A- Nine-hour Regular School Day Sample Schedule

Time	Monday- Friday
6:00 AM- 8:00 AM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
3:00 PM - 4:00 PM	**Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee
4:00 PM -4:10 PM	**Nutrition Break**
4:10 PM -5:00 PM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
5:00 PM - 6:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges

8

B- Nine-hour Summer or Intersession Day Sample schedules

Time	Focus
8:00 AM - 11:30 AM	Summer School Classes /Day Camp Activities/Field Trip/Excursion Time and activities
11:30 AM -12: 30 PM	**Lunch Break**
12:30 PM - 5:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges **Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee

30 Day Planning:

14 Days Summer School 7/5-7/22
16 Days TBD; Fall, Winter & Spring Breaks

Tutoring: Referred by the classroom teachers, tutoring in core subject areas is provided by classroom teachers and tutors/instructional aides (ex: college students) every day for 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

Homework Help: Expanded Learning school staff monitors student completion of homework to help improve their academic performance and grades in classes. Homework help is available every day for a minimum of 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

9

4—Youth Voice and Leadership

MSA-SD currently has a Student Advisory Council, which works with the ELOP Task-Force and leadership team to establish and review program elements. This council works with the School Site Council composed of all stakeholders to develop projects led by youth. These include service-learning projects such as a cleanup, food drives, and other special events. Twice yearly, the program surveys all students enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students take an active role in the design of clubs and enrichment activities targeting interests and needs as determined by surveys and other feedback.

Students participate on the Student Advisory Council, attend quarterly advisory council meetings, and fill Student Representative roles on the council. They are involved in evaluation by assisting in the design and implementation of student, parent and teacher survey instruments implemented twice each year, and providing feedback. Students develop youth-oriented materials that report evaluation findings to peers and to the community. They solicit involvement and provide talks in the local community regarding the program. They take a leading role in blending Expanded Learning and community-based activities.

An Expanded Learning Advisory Council develops projects led by youth. These include a neighborhood and campus beautification project (such as murals), tutoring other students, and participating in recycling and community gardens, as well as other special events to support their school and community. Students will take field trips to multicultural events, such as plays and musicals, and engage in projects that build upon what they learn through these trips.

5—Healthy Choices and Behaviors

MSA-SD's school wellness plan extends to cover Expanded Learning programs. All programs promote the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community.

Physical Fitness Programs: Students participate in a wide variety of physical activity during expanded learning hours. Expanded Learning sports programs, including soccer, basketball and volleyball, are provided by the Expanded Learning staff, and contracted

10

providers. These sports programs help students in starting life-long habits of regular physical activity. MSA-SD's Expanded Learning staff collaborates with the school PE teachers on California Physical Fitness Test to determine the student's fitness levels and plan activities accordingly. Staff teach and participate in activities like martial arts and yoga, and model games such flag football, basketball, volleyball. Staff receive professional development training on building character, coaching, and building engaging athletic activity plans. Our program complies with several elements of a comprehensive physical education program 1) Students in all grades experience standards-based physical education in a sequential and comprehensive manner in an enjoyable, safe, and secure learning environment, 2) Physical education is taught as a positive experience to motivate students to be engaged in lifelong fitness and physical activity, not as a negative experience associated with punishment (e.g. running laps, doing push-ups, etc.) being forced upon them and serving as a detriment toward reaching fitness goals, and 3) Physical education is a structured instructional program with specific goals and objectives within expanded learning and as such, provide more opportunities for students to extend and refine the skills that were learned in the physical education programs during normal school hours.

Nutrition Education: Students participate in hands-on nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops**,** cooking demonstrations, taste tests, and other interactive activities. Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours. For example, students often work as a team to read the nutrition label on products, identify the ingredients, and then discuss ways to make better food choices. Working in coordination with nutrition educators, students participate in a routine and ongoing dialogue about the common foods they eat and how those foods affect their health. This is important to long term health because as students are introduced to the roots and origins of their food and how it works in their bodies, they understand how food choices impact their daily lives and health.

California Education Code (EC) Section 60800 requires each local educational agency (LEA) to administer a physical fitness test annually to all students in grades five, seven, and nine. The State Board of Education designated the FITNESSGRAM as the required Physical Fitness Test (PFT) for California public schools with the primary goal of assisting students in establishing lifelong habits of regular physical activity. Our Expanded Learning physical activity curriculum is designed to prepare students for this assessment utilizing engaging and fun activities designed to boost strength and metabolism and in turn increase health.

As part of the School Wellness Action Plan and best practice, MSA-SD uses USDA's "A Guide to Smart Snacks in School" resource for managing school vending machines, fundraisers, or snack bars to better understand the Smart Snacks standards. Typically because MSA-SD is on a co-located site we partner with LAUSD to offer the Hot Meal option for our students as part of our Prop 39 agreement.

11

Our healthy nutrition snack choices include:

- Smart Snack compliant Lay's Baked Barbecue Potato Chips
- Smart Snack compliant Kellogg's Cheez It Crackers Whole Grain 1oz 60ct
- Smart Snack compliant muffin otis spunkmeyer banana made with 51% whole grain naturally flavored individually wrapped 72/2 oz. 1 creditable grain ounce equivalent.

- We provide:
  - Fluid Milk – 8 ounces
  - Fruit, Vegetable, or 100 percent Juice – ¾ cup
  - Water

6—Diversity, Access, and Equity

Our program serves predominantly Latino (35.9%) and African-American (8.1%) students and families as well as other backgrounds that include White and Asian. MSA-SD links to the very strong commitment to diversity and celebration of student cultures that is a foundational feature of our school serving students and families and partnering in the program.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepare for postsecondary opportunities. The MSA-SD program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. To do this, the program actively recruits and hires staff that reflects the community of students served in the program. Orientation and ongoing professional development services provided quarterly include diversity and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served in the program, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) explicitly expresses this commitment to diversity and equity in all services. This commitment is further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners both in the physical environment and online through the MSA-SD school websites. Program staff and partners actively reach out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs.

Enrichment opportunities, guided by students themselves, embrace the diversity and

12

rich cultural heritage students and their families bring to the expanded learning program. STEAM projects (such as robotics) and mentorship opportunities provided to students explicitly allow students to explore themes of diversity and cultural expression while allowing them to connect to successful persons of color through partnerships.
Students with diverse needs

MSA-SD and MPS have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreach, marketing, and informational material regarding program services disseminated to students and family members. It is a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program.

As part of our student and parent surveys conducted twice yearly. The program gathers additional information regarding students with disabilities, English Language Learners, and other students with potential barriers to better understand the needs and implement services to meet these needs.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, parents, students to recruit and enroll these students. Staff meets with teachers at the beginning of each year and monthly to address concerns and integrate appropriate curriculum and materials to meet student needs and link learning from the regular school day with the expanded learning program. Working with teachers, program staff implements useful elements to a successful integration and work in partnership with teachers and parents to implement strategies to promote student learning and development.

With about 7.4% English Language Learners, MSA-SD shows a strong need for services to support these students in the out of school hours. According to the study on English Language Learners: Becoming Fluent in Afterschool (2011), Expanded Learning programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. MSA-SD uses McGraw Hill's StudySync Designated EL program and CHATS framework for curriculum and strategies to support EL students with integrated ELD in all subject areas. The programs will use peer assisted learning strategies, instructional conversations and literacy logs as best practices demonstrated by research to be effective in increasing EL achievement. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and reading comprehension assessments, scaffolded writing practice, ELPAC practice assessments, listening comprehension tasks, and read-alouds. Homework support will be provided each day and documented in journals. This is a critical need at target schools with high EL populations, as students often lack support to complete work at home.

13

7—Quality Staff

Expanded Learning program task force
The school established a program task force (ELOP-TF) that consists of representatives from the student body, parent groups, staff, and administration. The duty of the ELOP-TF is as follows:

1.   **Planning Phase:**
   ● Develop plans for the school to survey the needs of students through available formative and summative assessment data (CAASPP, NWEA Measures of Academic Progress (MAP) testing, midterm exams, formative classroom data, teacher self-evaluation/feedback, etc.) and educational partner surveys.
   ● Establish specific and SMART (Specific, Measurable, Attainable, Realistic and Timely) goals upon which the effectiveness of the Expanded Learning program will be evaluated.
   ● Using data and feedback from surveys, school administration and staff plan an effective program that will offer a variety of intervention and enrichment programs/activities to attract students and meet their needs.
   ● Communicate with parents and students to involve them in the planning process as well as to determine the potential number of students that will participate in the program.
   ● Plan effective ways to design the Expanded Learning programs in partnerships with key organizations, universities, colleges, etc.
   ● Assist selection, recruitment and onboarding of the personnel.

2.   **Implementation Phase:**
   ● Collect and analyze survey and/or assessment data quarterly.
   ● Hold quarterly meetings to review/revise the school-site specific and SMART goals based on the available data and make any necessary recommendations and/or adjustments to improve the programs accordingly.
   ● Manage professional development and training activities.
   ● Involve all school stakeholders and community members in the program implementation and improvement process through the Professional Learning Communities (PLCs) and the meetings/workshops designed for the parents as well as for the community members.
   ● Inform the related parties of the Expanded Learning program results through regular information and internal information sessions arranged for program designers and stakeholders, ongoing staff meetings, and quarterly program evaluation reports.
   ● Ensure all reporting requirements are met.

Staffing
MSA-SD has current job descriptions for staff and volunteers responsible for running the Expanded Learning programs.

14

The job qualifications and descriptions meet the criteria, at a minimum, the school district's qualifications for an instructional aide (EC Section 8483.4). MSA-SD recruits staff with at least two years of college experience. The minimum qualification for the Expanded Learning Coordinator is a bachelor's degree in education and preferably experience in program administration. The Expanded Learning Coordinator monitors staff and completes a professional development needs assessment of each staff member. Requirements are posted and advertised, and only candidates who meet all qualifications are hired. All Staff in the program are required to produce clear background checks through LiveScan and negative TB Test results, and complete the onboarding and training schedules with the Coordinator.

Selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is a critical element for candidates. The program recruits tutors with at least two years of college experience. Requirements are posted and advertised, and only candidates who meet all qualifications will be hired. The Site Coordinator monitors staff and completes a professional development needs assessment of each staff member. MPS leverages partnerships with community colleges (Santa Ana College) and universities such as UC Irvine and CSU Fullerton to recruit college-age tutors. Additional staff recruitment includes college career centers, social media, partner referrals, and recruitment websites such as Edjoin, Teachers-teachers and Indeed. Recruitment is led by the MPS Human Resources department, working with the Principal, and staff. Staff have clear titles and responsibilities, and receive a competitive salary.

The program follows the lead of the MPS program and makes it a priority to employ personnel who have succeeded in overcoming barriers of circumstances as found in the surrounding low-income communities. Program staff are predominantly from these same neighborhoods. They bring an understanding of the challenges and rewards of growing up in predominantly African American, Latino and low-income communities served by the MPS, and can build trusting relationships with students. All job postings and descriptions emphasize preference for local hires and specify skills, such as bilingual language abilities, that support hiring of personnel similar to our students. When possible, we strive to hire alum of MPS.

Professional Development and Trainings
Staff development is provided each quarter and is based on assessment of staff needs and program objectives. Our PDs for staff aim to expand knowledge of content standards and instructional methods for aligning standards to instruction. Program goals include content and curriculum skills for staff, plus implementation and evaluation methods to ensure that services meet program outcomes. Our orientations include an introduction to program components, materials, and strategies for tutoring, enrichment, physical education, and college preparation services. MSA-SD Expanded Learning staff attends existing school and MPS-wide PD opportunities for teachers. Each staff member receives an annual performance review and meets quarterly to assess performance. All staff receive an annual four-hour training on youth learning theories,

15

training methods, presentation techniques, and learning styles.

Professional development is part of the yearly program calendar, with topics that include evaluation, assessment, and data use, plus needs of English Learners and students with disabilities. PD includes tutoring instructional practices, parent communications, and training across components. Training for staff providing college preparation is provided by the MSA-SD and MPS home office staff. MSA-SD leadership team conducts annual performance reviews to outline staff performance, appraisals, and opportunities for improvements. This system helps to ensure retention among highly qualified staff in the program.

Coordination of the Expanded Learning programs, staffing, retention, professional development, and managing coordination of the Expanded Learning programs, staffing, retention, professional development, and managing the required reporting is the responsibility of the Expanded Learning Coordinator in supervision of the school principal and consultation with the Expanded Learning Task-Force.

Staff receive ongoing training and development to provide a safe and supportive environment aligned with the quality standards, including; respectfully welcoming and releasing students each day, and building and maintaining trusting and supportive relationships with students. Trainings and professional developments include;

- Emergency and Safety Procedures,
- Youth Suicide: Awareness and Prevention,
- Bullying: Recognition & Response, Drug Free Workplace,
- Sexual Harassment: Staff-to-Staff, Athletic Liability,
- Sexual Misconduct: Staff-to-Student, Bloodborne Pathogen Exposure Prevention,
- Mandated Reporter: Child Abuse and Neglect,
- Title IX and Gender Equity in Athletics,
- Incident Reporting,
- Social Emotional Learning,
- Youth Voice, Building Relationships with Children & Youth, and
- Understanding the Behavior of Children and Youth.

Sub Contractors

 MSA-SD runs its programs 100% with its own staff and resources.

8—Clear Vision, Mission, and Purpose

Inspiring Students in STEM Education and Careers
Serving about 37.5% Socioeconomically Disadvantaged students, our students and families lack the proper environment and resources to support quality learning experience beyond the school hours. According to 2018-19 CAASPP results, MSA-SD's

16

students' proficiency rates are 69.05% in ELA and 60.62% in math. With about 7.4% English Language Learners, MSA-SD shows a strong need for services to support these students in the out of school hours. Our program also serves predominantly Latino (35.9%) and African-American (8.1%)students with disadvantaged backgrounds.

MSA-SD mission is graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. About 36.3% of our students are from under- represented and underserved populations. STEM education is an integral part of MSA-SD regular and expanded learning programs. Increased exposure to coding and computer literacy will enable MSA-SD students to make more authentic and real-life connections with STEM careers and pathways. Our Expanded Learning staff receive training on providing activities for students on STEM careers and fields including Code.org Video Series[1] in Careers in Tech, Naviance Career Exploration[2], CareerGirls[3] and SheHereos[4] programs.

MSA-SD Staff, including, teachers, and other instructional day staff, has already worked with the leadership team to develop objectives, benchmarks, outcomes, and contributed to the project design through the completion of need and program assessments that defined the mission, vision, goals, and expected outcomes of services provided for students enrolled.

MSA-SD was built on strong partnerships with community organizations to promote enrichment activities and partnerships with cultural centers with field trips to art exhibits. There is a strong emphasis on STEAM learning in the expanded learning program and this will be supported with science and technology field trips. The program offers mentoring programs with volunteers from local businesses and college students, Boys & Girls Clubs of America, and faith-based organizations serving the surrounding area.

The engagement with stakeholders that leads directly to program design and services has accountability mechanisms built into the project design to ensure high quality services to achieve project objectives by staff and partners. In collaboration with MPS home office, Expanded Learning Task-Force monitors and updates the Program Plan responsive to the school's changing needs and the needs of our community as well as project objectives achieved in the previous year. Program Plan and outcomes achieved by MSA-SD site where services are provided are tracked with attendance and program implementation reports that break down objectives and outcomes into quarterly benchmarks that ensure the project stays on track throughout the year. As staff populates reports with data on program attendance and project objectives each month, they are able to identify areas of weakness in order to ensure continuous improvement

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[1] Code.org Careers in Tech https://code.org/careers-in-tech
[2] Naviance Career Exploration https://www.naviance.com/resources/tag/career-exploration
[3] Career Girls https://www.careergirls.org
[4] SheHeroes http://www.sheheroes.org

17

in program operations. This monthly feedback loop keeps the project on track to achieve annual goals and outcomes. This framework of data collection and analysis drives the monthly review that Expanded Learning staff conducts with instructional school staff to analyze progress of Expanded Learning services and if they are successfully meeting the needs of the school students and families served.

The following program goals were developed in collaboration with all stakeholders, including students, teachers, parents and administrators:
1. Support all participating students to increase their proficiency in mathematics as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
2. Support all participating students to increase their proficiency in reading as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
3. Support all participating English learners to increase their language proficiency, as measured by the ELPAC.
4. Support all participating students to increase personal and social skills through social and cultural activities, as measured by Panorama Ed's SEL surveys.
5. Support all participating students to develop physical fitness through health and recreation programs, as measured by PFT.

9—Collaborative Partnerships

MSA-SD's expanded learning programs are collaboratively designed in partnerships with several stakeholders in accordance with the CDE-ASD's Quality Standards for Expanded Learning Programs. At the school level, student council organizations, parent groups, school leadership teams, and school staff are involved. MSA- SA partners with the city of Santa Ana for their events and to find out about academic contests that students can participate in. Along with partnering with Santa Ana College, UC Irvine, and CSU Fullerton to attend their college events, do college tours, and participate in campus discussions and classes for the students who are really grasping the program and need a challenge.

At the management level, Magnolia Public Schools central office staff and its leadership team exhibited vision and support for the programs. The Home Office provides services to the charter schools, supports and holds accountable the charter schools for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the charter schools to receive services at a lower cost. The services of the Home Office include, but are not limited to academic, finance, operations, talent management, and external relations.

18

To further strengthen the program and increase sustainability, MSA-SD established partnerships with organizations and resources such as Santa Ana College and UC Irvine, and CSU Fullerton. As part of our partnerships, we recruit tutors and staff from these organizations, conduct campus visits, and involve our students in their educational enrichment programs such as dual enrollment, college visits, college application and financial aid presentations.

10—Continuous Quality Improvement

MSA-SD is committed to maintaining a data driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. Point-of-Service Quality Standards Programmatic Quality Standards Quality Standards for Expanded Learning Programs will steer the assessment, evaluation and improvement processes. The quality improvement process creates a framework of clear expectations, and a shared vision of quality among multiple stakeholders across all expanded learning sites. This sets forth a cycle of continuous quality improvement which is based on three steps:

> 1) Assessment of Program Quality, which employs data collection on the program using multiple strategies focusing on the standards,
> 2) Planning, which allows the program to reflect on program data use data to generate and implement an action plan for quality improvement, and
> 3) Improve Program Quality, which allows for staff to implement the action plan and reflect upon progress during implementation.

Once goals in the action plan are met, the action plan is reassessed which allows for ongoing rapid quality improvement. More than these steps, MSA-SD's ASES vision for continuous quality improvement allows for quality improvement at the programmatic level, staff level, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever-changing base. MSA-SD establishes a clearly defined continuous quality improvement plan that includes:

> 1) outcomes improvement goals and action steps,
> 2) a timeline with dates for action steps and quality improvement discussions,
> 3) feedback from staff, youth, parents, and K-12 partners,
> 4) description of the information or data needed to assess quality, and
> 5) clear description of the responsibilities for each person on the improvement team.

This plan is used as the guiding document to facilitate continuous quality improvement across programs. Results of annual assessments will be used to make improvements to site specific program designs to meet the needs of the clientele at each site allowing for the program to be refined, improved and strengthened continuously to meet the evolving needs of the program base.

11—Program Management

Expanded Learning Opportunities Program Grant funding is used to implement MSA-SD quality Expanded Learning school programs in its entirety in alliance with its mission,

vision and goals. Funding will enable staffing and development, program resources, snacks, supplies and materials as well as covering costs from vendors.

MSA-SD Expanded Learning school programs are closely monitored by the principal and the leadership team as part of the ELOP Task Force. The Dean of students regularly coordinates all Expanded Learning school programs with the Expanded Learning coordinator and school staff. The MSA-SD principal and admin team commit to supporting the program and get on-boarding and training with the San Diego County Office of Education and our home office Magnolia Public Schools (EC Section 8483.3[c][6]).

The principal and the team operate the program on the school site (EC Section 8482.3[f][1]), meeting all statutory and regulatory requirements (EC Section 8484.6[b]). MSA-SD also acts as the only LEA fiscal agent for the grant administration. In accordance with the Programmatic Quality Standards in Quality Standards for Expanded Learning Programs, MSA-SD agrees for the planning and quality of the program for the duration of the grant period (EC Section 8482.3[f][3]).

Roles of Staff

- **Principal**: Responsible for program oversight, staff supervision, partnerships. Responsible for data analysis and quality improvement. Responsible for teacher led clubs, teams and activities.
- **Dean of Students**: Oversee compliance and program development. Responsible for compiling reports, verifying data, and managing reports.
- **Expanded Learning Coordinator**: Responsible for on-site program administration and oversight, including supervising staff such as Tutors and Enrichment Instructors. Prepares Attendance Reports.
- **Teachers** Provide enrichment**,** clubs, tutoring and athletics.
- **Tutors and Coaches**: implement programming at each site.
- **MPS Home Office Support Team**: Responsible for reviewing data analysis; provides feedback on quality improvement to ensure effective programs across the site. Prepare quarterly Expenditure Reports, manage internal and external audits. Ensures compliance and timelines.

Timeline of Tasks

- Review program goals progress data with ASES-Task force (quarterly).
- Review satisfaction survey results from prior academic year and use those results for pre-planning (June).
- Identify partners to support student learning (Ongoing).
- Annual staff development conference (July).
- Communicate with partners to ensure successful referrals for students and families (Ongoing).
- Expanded Learning Coordinator meets with the Dean of Students to review outcome data (monthly).

20

- The Quality improvement plan is monitored continuously. Dean of Students and Expanded Learning school coordinator work together to incorporate additions to quality improvement to allow for rapid cycle quality improvement (monthly).
- Program attendance entered and verified (weekly).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Midyear program evaluation (December)
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Annual performance evaluation for all staff (August- March).
- School attendance data reviewed and analyzed (July, December, May).
- Yearly satisfaction surveys conducted and administered to students, parents, and school staff (December and May).
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Program evaluation and improvement planning (December and May.)

Reporting Requirements

The online reporting will be used to submit quarterly expenditure reports. MPS Home office business department takes the leads in submission. Accurate attendance records will be kept using a clearly defined record keeping procedure. Attendance is reviewed daily by staff, weekly by the Expanded Learning coordinator and Principal. Actual student program attendance reports are sent to the EXLD on a semi-annual basis through the online database.

Sign-in/out Procedures

MSA-SD's Expanded Learning school program commences immediately upon the conclusion of the regular school day, and operates a minimum of 15 hours per week, and at least until 6 p.m. on every regular school day.

Students sign students in with a complete signature and correct time recorded on sign in/out sheets. Parents/Guardians check out students with a complete signature and correct time recorded on sign in/out sheets.

Early Release Policy

MSA-SD staff follows CDE's Early release and late arrival policies and procedures (EC Section 8483[a][1]).

Students may be released for the reasons below. The responsible party will communicate with school staff to arrange the release and sign out procedure. The Expanded Learning Coordinator will be in charge of the communication and management of the release.

21

1. Off-site enrichment programs
2. Family emergency
3. Family needs
4. Medical appointment
5. Transportation
6. Child accident/injury
7. Safety issues (darkness, weather)
8. Participation in school athletic programs and team sports
9. Other conditions (reasons must be explicitly communicated and approved)

Successful and impactful Expanded Learning programs have been the key element of Magnolia Science Academy's educational program as outlined in its charter petition. MSA-SD has been heavily investing in these programs for several years and seen the positive effect on our students and communities that we serve. So far, we have developed systems, protocols and routines in the program with training, resources and practices. Our experienced staff will make sure that goals of the project continue to be met with activities in its Expanded Learning program. MSA-SD Expanded Learning staff will have access to technical, structural support and resources through MPS Home Office and other funding resources to maintain and sustain the program. Specifically, the Home Office development department secures funding from philanthropies such as Joseph Drown Foundation, WallMart Foundation, and others.

Sustainability processes include quarterly partner meetings with existing and potential partners. Partners provide input in services and resources they offer. They support evaluations and are incorporated in proposals and ongoing private and public funding solicitations to sustain the Expanded Learning services. The MPS development department works to ensure expanded learning sustainability through private funds and individual giving efforts.

Sustainability is critical for expanded learning programs, and is supported by community partnerships and alignment of private and public resources and our school. MSA-SD builds upon partnerships to link, align, and sustain services, public and private partners in San Diego. MSA-SD also solicits public funding to sustain services to name a few:

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22

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

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Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

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23

Coversheet

Approval of Updated MPS Health and Safety Policy and Injury and Illness Prevention Program ("IIPP") COVID-19 Addendum

Section: V. Action Items
Item: G. Approval of Updated MPS Health and Safety Policy and
Injury and Illness Prevention Program ("IIPP") COVID-19 Addendum
Purpose: Vote
Submitted by:
Related Material:
Updated MPS Health and Safety Policy and IIPP COVID-19 Addendum.pdf

Board Agenda Item #	V G: Action Item
Date:	June 23, 2022
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Derya Hajmeirza, MPS HR Director
RE:	Updated MPS Health and Safety Policy and Injury and Illness Prevention Program ("IIPP") COVID-19 Addendum

Proposed Board Motion

I move that the board approve the updated MPS Health & Safety Policy alongside the Injury Illness Prevention Program COVID-19 addendum.

Introduction

☐ The policy has been updated based on the guidance provided by the Centers for Disease Control and Prevention ("CDC"), the California Department of Public Health ("CDPH"), and several county public health officials. The policy is intended for organization-wide implementation at each facility that will be operated by MPS.

Background

☐ The board had approved the IIPP COVID-19 addendum and the MPS health and safety policy during the August 2020, and September 2020, February, March, April, May, July, August, September, November, December 2021, January, February, March, April, and May 2022 board meetings. In accordance with the most updated health orders, the Home Office COVID-19 Response Team updated the policy.

Analysis (If applicable)

☐ This policy is provided and updated by Young, Minney & Corr, LLP and conform to the standards and practices in the latest guidance (i.e., CDPH and Cal-OSHA, local county, and authorizing agency).

MPS Health and Safety Policy for COVID-19 updates are as follows:

☐ COVID-19 testing and reporting: Beginning July 1st, MSA 1-8, and Santa Ana schools including home office will only conduct response testing protocol; those who have symptoms, who have been exposed to a confirmed positive case, or who tested positive for COVID-19 and need to return from isolation after day 5.

☐ Exposure Management Policy:
   o For MSA-San Diego, individuals who have symptoms of COVID-19, but who test negative with an antigen test must confirm the initial negative test with a second follow-up test administered the following day and must remain isolated until cleared by the confirmatory test.
   o Beginning July 1, 2022, only individual contact tracing may be used at MSA-2, 3, 4, 6, and 8.

☐ Use of face covering: staff who return to work from isolation after having COVID-19 must wear a highly-protective mask around others for the full 10 days from onset of symptoms, if asymptomatic, from the first positive COVID-19 test.
   o Students who return to school from isolation after having COVID-19 are strongly recommended to wear a mask for a full 10 days.
   o Per LACDPH, students and employees are required to wear a mask at all times in LACDPH-designated outbreak setting (individuals who are part of the specific classroom or group involved in the outbreak)

<u>Budget Implications:</u> There are no budget implications.

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

- ☐   Updated MPS Health and Safety Policy (with redline)
- ☐   Updated MPS Health and Safety Policy (without redline)
- ☐   Updated MPS IIPP COVID-19 Addendum (with redline)
- ☐   Updated MPS IIPP COVID-19 Addendum (without redline)

![Magnolia Public Schools logo]

Updated on 05/26/2022

HEALTH AND SAFETY POLICY FOR COVID-19

It is the policy of Magnolia Public Schools ("Charter School") to take all reasonable measures to prevent the spread of the novel coronavirus disease ("COVID-19") among students and staff. In accordance with this policy, the Charter School is temporarily implementing health and safety measures to mitigate the spread of COVID-19 as the Charter School resumes in-person instruction. This policy recognizes that these measures are each designed to provide some protection against COVID-19. While there may be times when one measure may not be feasible, implementing alternative measures can provide additional layers of safety. This Policy includes both mandatory measures (using terms "shall" or "will") as well as recommended measures intended to guide decisions in light of practical limitations.

This Policy is based on guidance provided by the Centers for Disease Control ("CDC"), the California Department of Education ("CDE"), the California Department of Public Health ("CDPH"), and relevant county public health officials. The Governor and each county public health official is vested with the authority to impose health and safety standards, which may vary by locality in response to different local conditions. The Charter School will, as necessary, consult with their county health officer, or designated staff, who are best positioned to monitor and provide advice on local conditions to individually determine whether more or less stringent measures are necessary to align with the applicable public health orders. The Charter School will fully cooperate with county public health officials regarding the screening, monitoring and documentation that will be required to permit careful scrutiny of health outcomes associated with the return to in-person instruction on Charter School campuses.

This Policy constitutes the COVID-19 Infection Control Plan for each Charter School worksite. Prior to resuming in-person instruction, the Home Office COVID-19 Response Team shall perform a comprehensive risk assessment of all work areas and work tasks in accordance with guidance from CDPH and this Policy. The following staff member(s) is (are) responsible for implementing this Policy at each campus:

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School Name	Staff Members	Phone Number
Magnolia Science Academy-1	Home Office COVID-19 Response Team	213-628-3634
	MSA-1 Compliance Task Force Team	818-609-0507
Magnolia Science Academy-2	Home Office COVID-19 Response Team	213-628-3634
	MSA-2 Compliance Task Force Team	818-758-0300
Magnolia Science Academy-3	Home Office COVID-19 Response Team	213-628-3634
	MSA-3 Compliance Task Force Team	310-637-3806
Magnolia Science Academy-4	Home Office COVID-19 Response Team	213-628-3634
	MSA-4 Compliance Task Force Team	310-473-2464
Magnolia Science Academy-5	Home Office COVID-19 Response Team	213-628-3634
	MSA-5 Compliance Task Force Team	818-705-5676
Magnolia Science Academy-6	Home Office COVID-19 Response Team	213-628-3634
	MSA-6 Compliance Task Force Team	310-842-8555
Magnolia Science Academy-7	Home Office COVID-19 Response Team	213-628-3634
	MSA-7 Compliance Task Force Team	818-886-0585
Magnolia Science Academy-8	Home Office COVID-19 Response Team	213-628-3634
	MSA-8 Compliance Task Force Team	323-826-3925
Magnolia Science Academy-Santa Ana	Home Office COVID-19 Response Team	213-628-3634

2

	MSA-SA Compliance Task Force Team	714-479-0115
Magnolia Science Academy-San Diego	Home Office COVID-19 Response Team	213-628-3634
	MSA-SD Compliance Task Force Team	619-644-1300
MPS Home Office	Home Office COVID-19 Response Team	213-628-3634

In addition to in-person instruction, the Charter School will also offer optional independent study as an alternative to in-person instruction in the 2021-22 school year. Independent study will also be made available for students for whom in-person instruction poses a heightened risk of infection.

1. Limited Access to Campus. As school campuses open for fully in-person instruction in the 2021-22 school year, California public health authorities have relaxed restrictions on access to school campuses; however, the ongoing threat of COVID-19 and the public health orders in effect necessitate that the following precautions be maintained:

- The Charter School may limit nonessential visitors' access to the Charter School campus and may limit the number of students and staff with whom they come into contact, based on, among other factors, the current levels of community transmission, the vaccination status of any such visitor, and the relative importance of the visit's purpose.
- The Charter School will exclude from the campus any employee, student, parent, caregiver or visitor who refuses to take or does not pass a Wellness and Temperature Screening.
- All visitors to a Charter School Campus are strongly encouraged to wear a face mask while inside any Charter School building, vehicle, or other enclosed space.
- Any parent or guardian picking up a student who has been placed on isolation or quarantine must stay outside campus and the student will be brought to them for dismissal.
- Signage shall be posted at all public entrances to the Charter School warning visitors not to enter if they have COVID-19 symptoms.
- Students excluded from campus on the basis of an elevated temperature or other COVID-19 related symptoms may be provided with Independent Study opportunities to support their academic success to the greatest extent possible during exclusion.
- Students and employees who are well but who have a household member that has been diagnosed with COVID-19 are directed to notify the COVID-19 Compliance Officer, who will consult with other Charter School staff to determine whether the student or staff member can

3

continue coming to school with a modified quarantine in light of current guidance and this Policy.

- Per Cal/OSHA requirements, the Charter School shall exclude staff members who have symptoms consistent with COVID-19 or who have had a close contact with a positive COVID-19 case and are not vaccinated.
- Health and safety standards and procedures shall be applied equally to all users of a public school campus that is subject to a co-location arrangement.
- Implement health screenings of students and staff upon arrival at school (see Section 2).
- To the extent that non-parent visitors are required to enter the Charter School Campus, the School will take the following precautions:
    o Non-parental visitors will be allowed on campus via appointment only.
    o Non-parental visitors must pre-register in a visitor's log, which includes the visitor's name, email address, and phone number.
    o Non-parental visitors will only be allowed to enter specific areas to conduct their business.
    o Visitors to MSA-2, 3, 4, 6, and 8 must complete daily screening questions using LAUSD's Daily Pass or at the entrance to the school.

2. Wellness Checks and Temperature Screenings:

- *COVID-19 Symptoms*. Currently, the CDC has identified the following as potential symptoms of COVID-19:
    o Fever or chills
    o Cough
    o Shortness of breath or difficulty breathing
    o Fatigue
    o Muscle or body aches
    o Headache
    o New loss of taste or smell
    o Sore throat
    o Congestion or runny nose
    o Nausea or vomiting
    o Diarrhea
- In-person wellness checks administered under this Policy shall:
    o Confirm that the subject has not experienced COVID-19 symptoms in the prior 48 hours or potentially been exposed to COVID-19, by soliciting the following

4

information:

- Have you had any one or more of these symptoms today or within the past 48 hours? Are these symptoms new or not explained by another reason?
  - Fever or chills
  - Cough
  - Shortness of breath or difficulty breathing
  - Fatigue
  - Muscle or body aches
  - Headache
  - New loss of taste or smell
  - Sore throat
  - Congestion or runny nose
  - Nausea or vomiting
  - Diarrhea
- Do you live in the same household with, or have you had close contact with, someone who in the past 14 days has been in isolation for COVID-19 or had a test confirming they have the virus? Close contact means sharing the same indoor airspace with an infected person for a cumulative total of 15 minutes or more over a 24-hour period during the positive case's infectious period: 2 days before onset of symptoms or, for asymptomatic patients, 2 days prior to first positive test specimen collection and until the time the person is cleared from isolation.

o If the student, staff, parent, or, visitor answers "no" to all questions, he or she may enter the school.

o If the student, staff, parent, or visitor answers "yes" to any of the questions, he or she may not enter the school. Employees, parents, and visitors answering "yes" must leave immediately and will be instructed to self-isolate until further instructions are given by the COVID-19 Compliance Officer. Students answering "yes" will be isolated and must leave as soon as pickup can be arranged and then will be instructed likewise.

o Students, staff, parents, or, visitors have had close contact with an individual who has tested positive shall return home to self-quarantine as per CDPH and local guidance.

- However, the Charter School will not exclude such individuals with close contact exposure and not require them to return home or self-isolate if they are both asymptomatic and fully-vaccinated against COVID-19. Should an asymptomatic and fully-vaccinated individual be exposed to COVID-19, the Charter School reserves the right to request proof of vaccination for

5

COVID-19 before allowing the individual on campus.

- o Students and staff are encouraged to screen themselves for symptoms at home before coming to campus.
- o Students and staff of MSA-2, 3, 4, 6, and 8 may be subject to further health check procedures as required by LAUSD.
- o A check in area should be established on campus for health screenings to be performed privately and with enough space to allow physical distancing.

- *Campus Screening Logistics*:
  - o Each employee and visitor to the school site shall be screened for COVID-19 symptoms before entering the school site.
  - o Temperature and wellness screenings will be performed by a trained school employee at all Charter School Campuses to the extent feasible.

3. COVID-19 Compliance Task Force and Compliance Officer. State and local health orders require that schools designate a task force and liaison to be responsible for receiving and sharing information on COVID-19 policies, positive cases, and exposures. The Charter School shall comply with these requirements by implementing the following measures:

- The Charter School will comply with and implement the "COVID-19 Exposure Management Plan Guidance in TK-12 Schools," promulgated by the Los Angeles County Department of Public Health ("LAC DPH"). If the LAC DPH Exposure Management Plan is updated such that this Policy becomes materially inconsistent with it, the Charter School will follow the current Exposure Management Plan.
- The Charter School will establish a Compliance Task Force. The Compliance Task Force is responsible for establishing and enforcing all COVID-19 safety protocols, as well as ensuring all Charter School students and staff receive appropriate COVID-19 education. The names and contact information for all Compliance Task Force members are referenced above on pages one and two of this policy
- The Charter School will designate a "COVID-19 Compliance Officer," to act as a liaison between the local county public health department and the Charter School, in the event of a COVID-19 cluster or outbreak at the Charter School. The name and contact information for the Charter School's COVID-19 Compliance Officer is referenced above on pages one and two of this policy.
- The COVID-19 Compliance Officer shall monitor trends in absences and the prevalence of symptoms and illnesses among students and staff on campus to help isolate them promptly, as needed.

6

- The COVID-19 Compliance Officer shall be the point of contact responsible for sharing information on positive cases and exposures to relevant state and local health departments, as detailed in the Exposure Management Plan section of this Policy.
- The COVID-19 Compliance Officer shall conduct COVID-19 Task Force meetings no less than twice per month to identify areas for improving the enforcement and results of this Policy.

4. COVID-19 Testing and Reporting. Testing, in conjunction with vaccination, face masking, and other safety protocols, is a key factor in preventing COVID-19 infection. In keeping with the recommendations and requirements of state and local health departments, the Charter School shall implement the following testing and reporting procedures:

- When testing students or employees for COVID-19, the Charter School will use FDA-Authorized viral COVID-19 tests, including a Nucleic Acid Amplification Test (NAAT, such as a Polymerase Chain Reaction test or an Antigen test. An FDA-authorized over-the-counter test is acceptable for student and staff screening purposes so long as the results can be verified.
- Testing will be applied on symptomatic[1], response[2], and asymptomatic[3] bases.
- The Charter School's COVID-19 Compliance Officer must be made aware of all positive student and staff test results and shall report those results to local public health officials as required by law.
- Per Cal/OSHA Emergency Temporary Standards, the Charter School will provide testing at no cost to employees during paid time for:
  - Symptomatic unvaccinated employees, regardless of whether there is a known exposure,
  - Unvaccinated employees after an exposure,
  - Vaccinated employees after an exposure if they develop symptoms,
  - Unvaccinated employees in an outbreak (three or more employee cases), or

> **Deleted:** , but may not be used for the periodic testing of school employees required by the CDPH in lieu of vaccination.

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[1] Symptomatic testing "is used for individuals with symptoms of COVID-19, either at home or at school."

[2] Response testing "is used to identify positive individuals once a case has been identified in a given stable group. Response-based testing can be provided for symptomatic individuals or for asymptomatic individuals with known or suspected exposure to an individual infected with SARS-CoV-2."

[3] Asymptomatic testing is "used for surveillance, usually at a cadence of every 2 weeks or less frequently, to understand whether schools have higher or lower rates of COVID19 rates than the community, to guide decisions about safety for schools and school administrators, and to inform LHDs about district level in-school rates. Asymptomatic testing can also be used for screening, usually at a higher cadence (weekly or twice weekly) than surveillance testing, to identify asymptomatic or pre-symptomatic cases, in order to exclude cases that might otherwise contribute to in-school transmission."

7

- o All employees in a major outbreak (20 or more employee cases).
- Testing Required in San Diego County:
  - o No student testing will be required at MSA-SD at this time due to local transmission rates. However, the Charter School reserves the right to exclude MSA-SD students from campus who are either symptomatic for COVID-19 or who have been exposed to COVID-19, until all time and symptom criteria have been reached, consistent with public health guidance and as stated in this Policy. The Charter School will also continue to monitor local case rates to determine whether any further COVID-19 testing of students is necessary.
  - o Consistent with California's "State Public Health Officer Order of August 11, 2021," all MSA-SD employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on campus must either provide the School with proof of COVID-19 vaccination or test for COVID-19 at least once per week, consistent with applicable law and the Charter School's COVID-19 employee vaccination policy.
- Testing Required at Magnolia Science Academy MSA- 2, 3, 4, 6, and 8:
  - o Beginning July 1, 2022, MSA- 2, 3, 4, 6, and 8 will no longer conduct weekly asymptomatic testing. Instead, these campuses will implement a Response Testing protocol, whereby those (1) who present with symptoms, (2) who have been exposed to a confirmed positive case (inside or outside of school or work), or (3) who tested positive for COVID-19 and need to return from isolation early (after Day 5), will be required to test with a rapid antigen test provided by LAUSD.
  - o Individuals who have recovered from laboratory-confirmed COVID-19 within the last 90 days are not required to test for COVID-19 unless they develop new onset symptoms. If these individuals develop new onset symptoms, they may avail themselves of a Rapid Antigen Test at their school or work site and upload its results via the Daily Pass.
  - o These campuses will be required to maintain an inventory of rapid antigen tests equal to 30% of the total student and employee enrollment for response testing purposes. When in need of additional inventory, site administrators shall request additional rapid antigen tests using the request form at bit.ly/LAUSDRATRequests. LAUSD Testing and Operations Coordinators will review and approve requests, and deliveries will be made directly to school and work sites. Requests for rapid antigen test kits are processed once per week. Requests submitted after Wednesday will be delivered the following Friday.

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8

- o Individuals new to LAUSD are required to baseline test upon their start of school or work. All individuals will be required to comply with all District requirements for baseline testing upon return from school breaks, such as Spring Break.
- Testing Required at MSA-1, 5, 7 and MSA-SA:
  - o All unvaccinated students must test for COVID-19 at least once per week.
  - o Consistent with California's "State Public Health Officer Order of August 11, 2021," all MSA-1, 5, 7, and MSA-SA employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on campus must either provide the School with proof of COVID-19 vaccination or test for COVID-19 at least once per week, consistent with applicable law and the Charter School's COVID-19 employee vaccination policy.
- Testing Required at MSA-SD and Home Office:
  - o Consistent with California's "State Public Health Officer Order of August 11, 2021," all MSA-San Diego and Home Office employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on campus must either provide the School with proof of COVID-19 vaccination or test for COVID-19 at least once per week, consistent with applicable law and the Charter School's COVID-19 employee vaccination policy.
- Additional levels of employee and student COVID-19 testing may be implemented in response to local disease trends, an outbreak, as determined by the Home Office COVID-19 Response Team, where required by Cal/OSHA regulations, or where otherwise required by law or public health guidance. The Charter School reserves the right to require employees undergo additional frequencies of COVID-19 testing, consistent with applicable authority, and directives from public health authorities as well as the School's authorizer, regardless of an employee's COVID-19 vaccination status.
- For staff and student-wide testing, all staff and students shall be tested, except any staff and students who have no contact with others and do not report to campus.
- The Charter School can cause tests to be provided at any one of its campuses, or have staff get tested at any local testing site or by their health insurance provider, which must cover the cost.
  - o If county-provided testing is not available, then private labs and health insurance providers may be used, and the cost of testing must be covered by the health insurance provider under an emergency state regulation.
- The Charter School's liaison must be made aware of the student and staff test results and report those results to local public health officials.
- Student consent for testing:

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All students and employees must undergo symptomatic and response testing for COVID-19, as needed.¶

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9

- o For Charter School Students aged 12 and under, the Charter School will require parental consent for COVID-19 testing.
  - o Pursuant to California Family Code Section §6926 and CDPH guidance, Charter School Students aged 13 to 17 may consent to COVID-19 testing on their own.
  - o Charter School students aged 18 and older do not need parental consent for COVID-19 testing.
- Students who refuse to participate in the COVID-19 testing program or to report the test results to the Charter School, where such testing is required, will not be allowed to return to in-person instruction or otherwise enter the Charter School Campus. Both the testing and the reporting are required under applicable public health guidance and legal authority.
- For staff who refuse to participate in the COVID-19 testing program or to report the test results to the Charter School, where such testing is required, the Charter School reserves the right to discipline an employee for such non-compliance, up to and including termination from at-will employment.
- Consistent with applicable law, the Charter School will consider accommodations from mandatory testing for medical reasons and any other lawfully recognized reason. Employees or students and/or parents/guardians who wish to request an accommodation for themselves or their child can contact the Charter School. The Charter School cannot guarantee the availability of particular accommodation and will process all requests for accommodation consistent with MPS policies and applicable law.
- The Charter School must maintain confidentiality of test results, other than reporting the results to local public health officials. All medical information about any employee must be stored separately from the employee's personnel file in order to limit access to this confidential information. The Charter School should have a separate confidential medical file for each employee where the Charter School can store all of that employee's medical information. Medical information includes COVID-19 test results, an employee's statement via any symptom screening that they have symptoms or COVID-19, medical certifications showing the employee needs time off due to COVID-19, etc. For students, the Charter School will take similar precautions to safeguard the students' privacy and confidentiality, consistent with FERPA and all relevant legal requirements.
- All volunteers, contractors, vendors and other adults supporting Charter School functions on any MPS campus must comply with applicable COVID-19 testing requirements, as stated in the COVID-19 Vaccination Policy.
- In the event of a positive test result of a student or family member:

10

- The Charter School requires that parents/guardians notify school administration immediately if the student tested positive for COVID-19 or if one of their household members or non-household close contacts tested positive for COVID-19.
- Upon receiving notification that staff or a student has tested positive for COVID-19 or been in close contact with a COVID-19 case, the Charter School will take actions as required in Section 5 below.

5. Exposure Management Policy: Suspected/Confirmed Cases and Isolation. Preventing and minimizing the spread of COVID-19 within the Charter School Community requires a sound policy for managing exposure to infected individuals. The Charter School will follow the exposure management provisions of the "COVID-19 Exposure Management Plan Guidance in TK-12 Schools," promulgated by the LAC DPH as well as "COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year" promulgated by the CDPH, and other local counties. In the event that this protocol is updated so that it materially conflicts with the measures laid out in this Policy, the Charter School will follow the updated protocol; otherwise, the following measures shall be followed:

- **Reporting Obligation**. Per AB 86 and California Code Title 17, section 2500, schools are required to report COVID-19 cases to the local public health department. The COVID-19 Compliance Officer shall report every positive COVID-19 case to the appropriate county authority.
- **Suspected Cases**. In the event of a suspected COVID-19 case:
  - The Charter School will identify an isolation room and/or outdoor areas to separate anyone who exhibits COVID-19 symptoms.
  - Isolation of students, employees, and visitors exhibiting symptoms of COVID-19 will occur without regard to vaccination and/or recent testing status.
  - Any students, staff, or visitors exhibiting symptoms should immediately be provided with and required to wear a surgical-grade or better face covering and should be directed to wait in the separate isolation area until they can be transported home or to a healthcare facility, as soon as practicable. For serious illness, call 9-1-1 without delay.
  - Students in the isolation area will be monitored by a staff member.
  - Parents/guardians will be required to pick up their students within one hour. Parents/guardians should take the student to get a COVID-19 test immediately and, if a student of MSA- 2, 3, 4, 6, or 8, should upload the test result to the LAUSD Daily Pass system or otherwise provide a copy to the school.
  - A log will be kept of all persons entering the isolation area.

11

- o Physical distancing of six feet or greater will be maintained in the isolation and area and masking shall be required for any individual entering these areas.
- **Symptomatic but negative**. Symptomatic individuals who test negative for COVID-19 can return 24 hours after resolution of fever (if any) and improvement in symptoms.
    - o Documentation of a negative test result should be provided to school administrators.
    - o In lieu of a negative test result, students and staff may return to work with a medical note by a physician that provides alternative explanation for symptoms and reason for not ordering COVID-19 testing.
    - o Symptomatic individuals who neither test for COVID-19 nor consult with a medical professional must isolate at home until fever free for 24 hours, improved symptoms, and 10 days from symptom onset.
    - o For MSA-SD, individuals who have symptoms of COVID-19 but who test negative with an antigen test must confirm the initial negative antigen test with a second follow-up test (antigen, PCR, or other NAAT) administered the following day and must remain isolated until cleared by the confirmatory test.
- **Isolation**. Persons who test positive or are otherwise diagnosed with COVID-19 must isolate until they have satisfied the following conditions:
    - o At least 5 days have passed since symptom onset or, if asymptomatic, since their positive test; AND
    - o At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; AND
    - o Other symptoms have resolved or are improving; AND
    - o An FDA authorized COVID-19 viral test (antigen preferred) test taken on or after Day 5 from symptom onset is negative.
    - o NOTE: If fever reduction, improvement of other symptoms, or a negative test are not all achieved, isolation may not end until after Day 10 from symptom onset or, if asymptomatic, their positive test, so long as 24 hours have passed since resolution of fever and all other symptoms are not present or are improving.
    - o Note: For staff, per CAL/OSHA COVID-19 Prevention ETS, testing that is required for employees must be provided by the employer free of charge and during work hours; these tests may not be self-administered and self-read unless they are observed by the employer or an authorized telehealth proctor or verifiable through the use of a time/date stamped photograph or through the use of a test that employee digital result reporting that marks the time and date of the result.

12

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- o   Students returning to school after isolation are strongly recommended to wear a highly protective non-cloth mask when around others, except when eating or drinking, for a full 10 days from testing positive or onset of symptoms.
- o   Staff returning to school after isolation are required to wear a highly protective non-cloth mask when around others, except when eating or drinking, for a full 10 days from testing positive or onset of symptoms.
- o   The School will comply with Cal/OSHA regulations regarding when employees may return to work after exposure, as detailed in the Charter School's IIPP addendum.
- **School Response to Confirmed Case**. In the event of one or more confirmed COVID-19 case(s) the Charter School will follow the CDPH and local public health guidance, including implementation of the following practices:
  - o   The Charter School will provide notifications to the local public health department of any known case of COVID-19 among any student, employee, or visitor or other school-associated person who was present on a Charter School campus within the 14 days preceding COVID-19 symptoms, or 10 days before a positive test result.
  - o   MSA Los Angeles COVID-19 Compliance Officers will notify the Los Angeles County Department of Public Health of any COVID-19 hospitalizations or deaths among students or staff by sending a notification to ACDC-Education@ph.lacounty.gov.
  - o   MSA Los Angeles Schools will inform all employees how to obtain testing, will offer testing at no cost and during paid time, and will provide testing in a manner that ensures employee confidentiality. An over-the-counter COVID-19 test may be both self-administered and self-read if the results are verifiable, such as through a time/date stamped photograph or through use of an over the counter test that uses digital reporting of results.
  - o   Notifications will be provided by the Home Office COVID-19 Response Team depending on the county where the school is located.
  - o   For Los Angeles campuses: The COVID-19 Compliance Officer will instruct the individual who tested positive to follow the LACDPH COVID-19 Home Isolation instructions and will inform the positive case that LACDPH will contact them directly to collect additional information and to issue a Health Officer Order to isolate.
  - o   All students and staff of MSA- 2, 3, 4, 6, and 8 campuses who are determined to be a confirmed case will be contacted by the LAUSD Community Engagement team to be instructed on isolation and to provide further information.

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13

- o Site administrators of MSA- 2, 3, 4, 6, and 8 will report to LAUSD using the Initial Exposure Management (IEM) Reporter App, as detailed in the latest LAUSD IOC guidance on exposure management reporting.
- o The notification to the local public health department must include:
  - 1) The full name, address, telephone number, and date of birth of the individual who tested positive;
  - 2) The date the individual tested positive, the school(s) at which the individual was present on-site within the 10 days preceding the positive test, and the date the individual was last on-site at any relevant school(s); and
  - 3) The full name, address, and telephone number of the person making the report.
  - For San Diego Charter School locations, the public health department should be notified either via phone at (888) 950-9905, or online at www.coronavirus-sd.com. The notification should list the following information: 1) The name of the person reporting, 2) the Charter School name and district, 3) the Charter School address, 4) your position at the Charter School. For the individual diagnosed with COVID-19, the notification should list the individual's: 1) Name, 2) date of birth, 3) contact information (phone number and email), 4) the individual's last date on the Charter School campus, and 5) any additionally relevant comments.
  - For Los Angeles County Charter School locations: The Charter School will report all school-related COVID-19 cases online through the Shared Portal for Outbreak Tracing (SPOT):httpss://spot.cdph.ca.gov/s/?language=en_US. If there are multiple cases to report, schools can submit their reports using the "Bulk Upload Template" located within the SPOT portal. All case notifications should be submitted within 1 business day of being notified of the case. Schools that need assistance on COVID-19 case reporting or other exposure management processes can call the TK-12 School COVID-19 Case Reporting Call Center, Monday through Friday from 8:00 AM to 5:00 PM at (833)707-0319.
  - For Orange County Charter School locations: Contact the Orange County Public Health Department via phone at 714-834-8180, or via email at epi@ochca.com.
- o Notify all staff and families in the school community of any positive COVID-19 case while maintaining confidentiality as required by state and federal laws.
- o Close off areas used by any sick person and do not use before cleaning and disinfection.

14

- o Investigate the COVID-19 illness and exposures and determine if any work-related factors could have contributed to risk of infection.
- o Update protocols as needed to prevent further cases in accordance with CDPH Guidelines ("Responding to COVID-19 in the Workplace").
- o Implement communication plans for exposure at school and potential school closures in the event of an outbreak or other necessary circumstances, to include outreach to students, parents, teachers, staff and the community.
- o Include information for staff regarding labor laws, California Supplemental Paid Sick Leave, emergency paid sick leave and extended family and medical leave pursuant to the FFCRA, information regarding Disability Insurance, Paid Family Leave and Unemployment Insurance, as applicable to schools.
- o Maintain regular communications with the local public health department.
- o If the school site must be closed for in-person instruction, develop a contingency plan for continuity of education using independent study. Independent study shall include all of the following:
    - ▪ Confirmation or provision of access for all students to connectivity and devices adequate to participate in the educational program and complete assigned work;
    - ▪ Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction;
    - ▪ Academic and other supports designed to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with exceptional needs, students in foster care or experiencing homelessness, and students requiring mental health supports;
    - ▪ Special education, related services, and any other services required by a student's individualized education program, with accommodations necessary to ensure that individualized education program can be executed in an independent study learning environment;
    - ▪ Designated and integrated instruction in English language development for English learners, including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning;
    - ▪ Providing synchronous instruction as required by law.
        - o "Synchronous instruction" means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher and pupil. Synchronous instruction

15

shall be provided by the teacher of record for that pupil pursuant to Section 51747.5.

> o For TK/K-3 opportunities must occur daily.
> o For 4-8 opportunities must occur weekly along with daily live interaction.
> o For 9-12 opportunities must occur weekly.
> o Can be classroom style, designated small group, or one-on-one.

- o The "teacher of record for that pupil" pursuant to Section 51747.5 is the assigned supervising teacher who must be an employee. There is not more than one supervising teacher.
  - Charter School will document each pupil's participation in synchronous instruction.
  - Continuing to provide school meals.
- o Provide guidance to parents, teachers and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.
- o If the COVID-19 case was present on the Charter School campus, the individual must be excluded from campus for at least 5 days from COVID-19 symptom onset, or if asymptomatic, 5 days from the date the specimen was collected for the positive COVID-19 test, as detailed below.

- **Outbreak**. In the event of an outbreak or cluster at a Charter School:
  - o The Charter School CTF and COVID-19 Compliance Officer will work closely with local county public health officials, timely provide all required information, and otherwise comply with all CDPH and local guidance regarding outbreaks.[4]
  - o The COVID-19 Compliance Officer for MSA Los Angeles campuses will immediately call the LACDPH at (833) 707-0319 or submit an online report at https://spot.cdph.ca.gov/s/?language=en_US.
  - o The Charter School will notify students, families, employees, and stakeholders that the Charter School and local public health department are investigating a cluster and/or

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[4] In the event of an outbreak, all Charter School locations will comply with guidance titled "Management of Outbreaks of COVID-19," issued by the LAC DPH. This protocol can be found at: http://publichealth.lacounty.gov/media/Coronavirus/docs/education/EMPSupplement_K12Schools.pdf. In the event that other state or local guidance provides more stringent outbreak protocol, the Charter School will comply with such protocol.

16

outbreak. The notice will encourage all stakeholders to follow public health recommendations.

o The Charter School will additionally notify all stakeholders if the school is to be closed for 14 days due to widespread and/or ongoing transmission of COVID-19 at the school or in the general community.

o The Charter School will identify absenteeism among those in affected classes and coordinate with the LHD to contact these absentees to screen for symptoms of COVID-19 if they were exposed to a case during the case's infectious period.

o Limit visitors to the affected Charter School campus, except for those that are essential to the Charter School's mission. Law Enforcement Personnel (Sheriff and Police), Fire, Medical, Emergency, or government employees who are responding to, working at, or inspecting the facility will be allowed to access the Charter School campus.

o Discontinue all non-essential in-person group activities at the Charter School Campus during the outbreak.

o Identify absenteeism among affected classes and contact those absentees to screen for COVID-19 symptoms.

6. Exposure Management Policy: Close Contacts, Tracing, and Quarantine. Preventing and minimizing the spread of COVID-19 within the Charter School Community requires a sound policy for managing exposure to infected individuals. The Charter School will follow the exposure management provisions of the "COVID-19 Exposure Management Plan Guidance in TK-12 Schools," promulgated by the LAC DPH as well as "COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year" promulgated by the CDPH, and other local counties. In the event that this protocol is updated so that it materially conflicts with the measures laid out in this Policy, the Charter School will follow the updated protocol; otherwise, the following measures shall be followed:

• **Contact Tracing**. Upon discovery of a confirmed case on campus, the COVID-19 Compliance Task Force will conduct contact tracing by utilizing either Group Tracing or Individual Contact Tracing to identify individuals who had "Close Contacts" with the confirmed case during his or her infectious period. Beginning July 1, 2022, only Individual Contact Tracing may be used at MSA 2, 3, 4, 6, and 8.

• **"Close Contact"** is defined as spending a total of fifteen minutes or more over a 24-hour period in the same indoor airspace as a confirmed case during the confirmed case's infectious period (two days before symptom onset until clearance from isolation, or, for asymptomatic cases, from two days before their first positive test until clearance from isolation).

17

- o In Los Angeles County, close contacts occurring in "large indoor airspaces," may be limited to 1) those in a pre-defined or identifiable group (e.g. teammates, club members, cohort, etc.) or 2) those within 6 feet of the infected person for 15 minutes or more over a 24-hour period.
- o <mark>If a Los Angeles County campus utilizes the 6-ft definition of close contact, it must still issue an exposure notification to all who qualify as close contacts under the "same airspace" definition, and must issue a strong recommendation to those individuals to (1) monitor for symptoms; (2) wear a highly-protective mask around others indoors; and (3) test with an FDA-authorized viral COVID-19 test within 3-5 days since the last date of exposure.</mark>
- o Persons with an outdoor exposure at school are not considered close contacts.
- o For Los Angeles Campuses: when notifying any individual that they are a close contact of a positive case, the COVID-19 Compliance Officer will provide that individual with a copy of the LACDPH Public Health Emergency Quarantine Order. Notifications that an individual is a close contact will also contain all messages required to be included pursuant to the LACDPH K-12 Exposure Management Plan guidance.
- o All MSA campuses will maintain classroom seating charts to facilitate future identification of close contacts.
- o In the event of notice of potential exposure,[5] with regards to its employees, the Charter School will follow all steps set forth in its Injury and Illness Prevention Program COVID-19 Addendum.

- **"Highly Protective Mask."** In some circumstances, masking is required in response to exposure to a confirmed case or following isolation. LAUSD defines this to mean masks that are well-fitting, non-cloth masks of multiple layers with a nose wire, or cloth masks that meet American Society for Testing and Materials (ASTM) standards for high filtration efficiency (ASTM F3502-Level 2) or have a particle filtration efficiency of at least 95%. More information can be found on the Los Angeles County Department of Public Health's website: http://publichealth.lacounty.gov/acd/ncorona2019/masks/.

- **Individual Contact Tracing.** Schools will notify students who spent more than a cumulative total of 15 minutes (within a 24-hour time period) within 6 feet of a confirmed case during

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[5] Notice of potential exposure means any of the following: (a) notification from a public health official or licensed medical provider that an employee was exposed to a qualifying individual at the worksite; (b) notification from an employee, or their emergency contact, that the employee is a qualifying individual; (c) notification through the Charter School's testing protocol that the employee is a qualifying individual; or (d) notification from a subcontracted employer that a qualifying individual was on the school site. (Labor Code § 6409.6, subd. (d)(3).)

18

their period of infectiousness. The COVID-19 Compliance Task Force for each campus shall conduct contact tracing investigation by conducting interviews, reviewing seating charts and class schedules, and other means necessary to fully investigate possible exposures.

- o Pursuant to LAUSD exposure protocols, Individual Tracing shall be used for investigating all close contacts, beginning July 1, 2022.

- **Group Tracing.** Beginning July 1, 2022, MSA 2, 3, 4, 6, and 8 may no longer use the Group Tracing approach to contact tracing for students. MSA SD shall use Group Tracing for student exposures in the school setting and individual notification for employee exposures and student exposures outside of the school setting. All other MSA campuses shall have the option to utilize either group tracing or individual contact tracing to track exposures among students or employees, as follows:

  - o Schools will notify students who spent more than a cumulative total of 15 minutes (within a 24-hour time period) in a shared indoor airspace (e.g., classroom) with someone with COVID-19 during their period of infectiousness.

    - ▪ Notification should occur to "groups" of exposed students (e.g., classmates, teammates, cohorts, etc.) rather than contact tracing to identify individual "close contacts" (e.g., those within 6 feet).

    - ▪ Notifications should be provided to all individuals considered exposed, including those who are vaccinated and/or recently infected.

  - o Exposed students, regardless of COVID-19 vaccination status or prior infection, are strongly encouraged to be tested for COVID-19 with at least one diagnostic test obtained within 3-5 days after last exposure. Any FDA-approved antigen diagnostic test, PCR diagnostic test, or pooled PCR test is acceptable for evaluation of an individual's COVID-19 status. Individuals who have been recently infected should use antigen testing.

  - o Exposed Students who participate in testing may continue to take part in all aspects of K-12 schooling, including sports and extracurricular activities, unless they develop symptoms or test positive for COVID-19.

  - o All exposed students, regardless of vaccination status or previous infection, are strongly recommended to remain fully masked indoors and outdoors, unless actively eating or drinking, when around other through day 10 from their last exposure date. Eating and drinking should occur distanced from others. Exposed students will also need to remain masked at all times during sports and extracurricular activities.

    - ▪ Students are strongly encouraged but not required to mask following an exposure.

- **Exposure Notification.**

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- o Notification can be done using an individual notification or group notification method where individuals are notified of their exposure and advised of actions to take, such as testing requirements to remain on campus, in keeping with public health guidance on exposure and quarantine responses.
- o School will strongly recommend testing for all students, employees, and visitors in close contact with the confirmed COVID-19 case.

- **Quarantine Procedures.**
  - o ***MSA 1, 5, and 7 Employees*** are not required to quarantine provided they remain asymptomatic, and 1) monitor for symptoms, 2) wears a highly protective mask around others indoors for 10 days from exposure, except when eating or drinking; 3), and tests negative using an FDA-authorized viral COVID-19 test on Day 3-5 from exposure. Asymptomatic employees who were previously infected with COVID-19 in the last 90 days are not required to quarantine and are exempt from testing but must mask around others indoors for 10 days after last exposure.
  - o ***MSA 2, 3, 4, 6, and 8 Employees***, regardless of booster status, can remain at work following exposure to a positive case as long as they monitor for symptoms and remain asymptomatic, wear a highly-protective mask at all times indoors (except when eating or drinking) for ten days following the last date of exposure, and test negative with a rapid test within 3-5 days after last date of exposure. Employees who have had a positive COVID-19 test in the past 90 days are exempt from testing.
  - o ***MSA SA Employees*** are not required to quarantine provided they remain asymptomatic, and 1) monitor for symptoms, 2) wears a highly protective mask around others indoors for 10 days from exposure, except when eating or drinking; 3), and tests negative using an FDA-authorized viral COVID-19 test on Day 3-5 from exposure. Asymptomatic employees who were previously infected with COVID-19 in the last 90 days are not required to quarantine and are exempt from testing but must mask around others indoors for 10 days after last exposure.
  - o ***MSA SD Employees***, regardless of vaccination status, may remain at work so long as they do not have symptoms, test negative on Day 3-5 from their last exposure, and wear a well-fitting mask indoors around others for at least 10 days following the date of last exposure. Employees who are a close contact with a household member can also remain at work if they do not have symptoms, with testing immediately upon learning that they are a close contact, and on Day 3-5 after the COVID-positive household member completes their isolation period.
  - o ***MSA 1, 5, and 7 Students***, regardless of vaccination status, may remain on campus following exposure so long as they 1) remain asymptomatic and monitor for symptoms,

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20

2) wear a highly protective mask around others indoors, except when eating or drinking, for 10 days from exposure, and 3) test with an FDA-authorized viral COVID-19 test within 3-5 days after last exposure.

o ***MSA 2, 3, 4, 6, and 8 Students***, regardless of vaccination status, can remain at school following exposure to a positive case as long as they monitor for symptoms and remain asymptomatic, wear a highly protective mask at all times indoors (except when eating or drinking) for ten days following the last date of exposure, and test negative with a rapid test within 3-5 days of last exposure. Students who have had a positive COVID-19 test within the last 90 days are exempt from testing.

o ***MSA SA Students***, regardless of vaccination status, may remain on campus following exposure so long as they 1) remain asymptomatic and monitor for symptoms. It is strongly recommended that student close contacts test within 3-5 days after last exposure, unless they have had COVID-19 within the last 90 days.

o **MSA SD Students**, regardless of vaccination status, may remain on campus so long as they 1) remain asymptomatic and monitor for symptoms, and 2) test negative for COVID-19 between Day 3-5 from last exposure. Students who have had COVID-19 within the last 90 days do not need to test.

o ***MSA 2, 3, 4, 6, and 8 Quarantine Guidelines for Household Close Contacts***
Individuals who are continuously exposed at home to a household member who has tested positive can remain at school or work as long as they monitor for symptoms and remain asymptomatic, wear a highly protective mask at all times indoors (except when eating or drinking) for ten days after the last date of exposure to the positive household member while infectious, and test negative within 3-5 days after last date of exposure to the positive household member while infectious. Individuals are exempt from testing if they have recovered from a confirmed positive COVID-19 test in the past 90 days. If household close contact is symptomatic, they should test immediately, and if negative, test again on Day 5 from the positive household member's first day of isolation. If the second test result is negative and the individual has been fever-free for 24 hours without using fever-reducing medications and has improved symptoms, they can return on Day 6. The individual must mask at all times indoors at school/work for a full 10 days after last exposure.

7. Sanitizing/hygiene materials and practices:
- The Charter School will develop plans and routines to ensure that students and staff wash or sanitize hands frequently, including upon arrival to campus, after using the restroom, after

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21

playing outside and returning to the classroom, before and after eating, and after coughing or sneezing.

- Staff will teach and reinforce proper handwashing technique, avoiding contact with one's eyes, nose, and mouth, using a tissue to wipe the nose, and covering coughs and sneezes.
- The Charter School shall make soap, tissues, no-touch trashcans, face coverings, water and paper towels or dryers for hand washing available. Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application. Soap products marketed as "antimicrobial" are not necessary or recommended.
- Trash cans will be placed near restroom doors and students and staff will be instructed to use a paper towel to prevent touching the handle with their hands.
- A restroom will need to be dedicated for individuals in the isolation area. This restroom must be cleaned and sanitized before other occupants may use it.
- If handwashing stations near classrooms are not practicable, and to facilitate use by students and staff as needed, the Charter School shall make available fragrance-free alcohol-based hand sanitizer that is at least sixty percent (60%) ethyl alcohol. (Note: frequent handwashing is more effective than the use of hand sanitizers). This hand sanitizer will be made available to both students and staff at all strategic locations throughout the Charter School Campus.
- The Charter School will not use hand sanitizer with isopropyl alcohol as the main ingredient.
- Children under age 9 should only use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.
- Children under age 9 should only use hand sanitizer under adult supervision. Hand sanitizer will also not be left out in the open in classrooms for students under the age of 9.
- The Charter School shall place posters conspicuously that encourage hand hygiene to help stop the spread of COVID-19.
- Employees should visit the CDC's coughing and sneezing etiquette and clean hands webpage for more information.

8. Routine cleaning and disinfecting: The Charter School will maintain a high level of cleanliness throughout the year to help reduce the risk of exposure to and spread of COVID-19 at the school site. In general, cleaning once a day is usually enough to sufficiently remove potential virus that may be on surfaces. Disinfecting (using disinfectants on the U.S. Environmental Protection Agency COVID-19 list) removes any remaining germs on surfaces, which further reduces any risk of spreading infection.

- Custodial staff will perform routine and thorough cleaning once per day, and when students are not present. When cleaning, the space will be aired out before children arrive.
- Routine cleaning practices include, but are not limited to:

22

- o Using everyday janitorial cleaning supplies and disinfectants for surfaces as floors, tables, desks, counters, sinks, toilets, and other hard-surfaced furniture and equipment;
  - o Dusting hard surfaces;
  - o Damp wiping of hard surfaces to ensure they are free of debris;
  - o Wet mopping of floors;
  - o Vacuuming carpets and mats.
- Health Office areas, including the general health office, isolation area, and quarantine area, may require more frequent cleaning and rapid response, as needed.
- Student restrooms will be services at least twice a day and will be fully cleaned and disinfected using electrostatic equipment by the night cleaning crew once per day.
- The Charter School will clean and disinfect areas commonly visited by staff no less than once per day during operating hours and implement a schedule for such cleaning and disinfecting. These areas include, but are not limited to: Break rooms, restrooms, lobbies, classrooms, laboratories, nurse's office, counseling and student support areas, staff offices, and cafeterias.
- The Charter School will clean high touch areas in staff breakrooms at least once per day.
- Cleaning and Disinfection after a Confirmed Case on Campus:
  - o If an individual confirmed to have COVID-19 was on campus, the Charter School will complete enhanced cleaning and disinfection procedures in the spaces occupied by the confirmed COVID-19 case.
  - o Employees completing this cleaning must wear a mask and gloves at all times and will refer to Material Safety Data Sheets or follow the instructions on the chemical labels.
  - o When disinfecting, the Charter School will use an EPA-registered disinfectant that is approved for emerging pathogens.
  - o Custodians will focus on immediate areas occupied by the confirmed COVID-19 case.
  - o Custodians will clean and disinfect:
    - ▪ All non-porous surfaces in the ill occupant's space/office, as well as on shared equipment (like tablets, touch screens, keyboards, remote controls) in bathrooms and shared spaces used by the ill person. Cleaning and disinfection will also focus on high-touch surfaces (e.g. desk, table, hardbacked chair, doorknob, light switch, handle, computer, keyboard, mouse, telephones).
    - ▪ On porous surfaces (e.g., carpets, chairs) in the confirmed COVID-19 case's space or office, custodians will remove visible contamination, clean with appropriate cleaners, and disinfect with a liquid/spray indicated for use on the material.
  - o The space(s) where the confirmed COVID-19 case was present may be reoccupied once these cleaning and disinfection procedures have been completed.

23

- The Charter School will ensure proper ventilation during all cleaning and disinfecting. Staff are encouraged to introduce fresh outdoor air as much as possible, by opening windows where practicable.
- The Charter School will comply with CDPH Guidance on Ventilation of Indoor Environments and Ventilation and Filtration to Reduce Long-Range Airborne Transmission of COVID-19 and Other Respiratory Infections: Considerations for Reopened Schools to the greatest extent practicable for each facility.
- All frequently touched surfaces in the workplace, such as chairs, desks, tables, keyboards, telephones, handrails, light switches, sink handles, restroom surfaces and door handles, will be routinely cleaned.
- Staff will be trained as appropriate in the chemical hazards, manufacturer's directions, and Cal/OSHA requirements for safe and correct application of cleaning and disinfectant agents in accordance with the Healthy Schools Act guidance from the California Department of Pesticide Regulation and Cal/OSHA.
- When choosing disinfecting products, the Charter School will use those approved for use against COVID-19 on the Environmental Protection Agency (EPA)- approved list "N" and require staff to follow product instructions. MSA-2, 3, 4, 6, and 8 will use disinfectants from the LAUSD's List of Approved Hand Sanitizers and Disinfectants.
  - To reduce the risk of asthma and other health effects related to disinfecting, the Charter School will select disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid) as recommended by the US EPA Design for Environment program.
  - The Charter School will avoid products that contain peroxyacetic (peracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.
  - Staff shall follow label directions for appropriate dilution rates and contact times.
  - The Charter School will establish a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.

Subject to available resources, disposable disinfecting wipes shall be made available so that employees can wipe down commonly used surfaces (e.g., doorknobs, keyboards, remote controls, desks, other work tools and equipment) before each use. Disinfectant wipes and sprays will be kept away from students.

9. Facility measures: The Charter School will incorporate CDE guidance measures for maintaining a healthy facility, to include some or all of the following:

24

- Maintenance staff will regularly inspect and test ventilation systems and fans to confirm they operate properly and will increase circulation of outdoor air as much as possible by opening windows and doors and other methods.
- Windows and doors should not be opened if doing so poses a safety or health risk by exacerbating seasonal allergies or asthma symptoms.
  - The Charter School will consider alternatives, such as increased central air filtration (targeted filter rating of at least MERV 13) if opening windows poses a safety or health risk to persons using the facility.
- HVAC systems will be set to maximize indoor/outdoor air exchanges unless outdoor conditions (recent fire, high outdoor temperature, humidity, and pollen levels) make this inappropriate.
- If an HVAC system becomes nonoperational, additional ventilation should be provided with the use of fans or relocating classes until repairs are completed.
- The COVID-19 isolation and quarantine areas should be outdoors when feasible to maximize ventilation and minimize exposures to COVID-19 infection. Under no circumstances should an isolation or quarantine area be in a room without a functioning HVAC system.
- Maintenance staff will ensure that all water systems and features (e.g., drinking fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.
- Consider installing additional temporary handwashing stations at all school entrances and near classrooms to minimize movement and congregation in bathrooms.
- Consider installing privacy boards or clear screens to increase and enforce separation between staff and students.

10. **Extracurricular Activities:**
- All extracurricular activities operated by or supervised by school personnel or occurring on a school site, whether or not occurring during school hours, will be undertaken in compliance with this policy and all required public health measures applicable to K-12 schools. This applies to sports, band, chorus, clubs, and other similar activities and organizations. All MSA campuses will operate and supervise extracurricular activities in compliance with the latest California Department of Public Health K-12 guidance and any other relevant state or county guidance on sports and extracurricular activities.
- MSA Los Angeles sports programs will observe all required elements of the most updated version of the Los Angeles County Department of Public Health's "COVID-19 Exposure Management Plan Guidance, Youth Recreational Sports Programs" and the Los Angeles

25

County Department of Public Health's "Protocol for Organized Youth Sports: Appendix S" in addition to any future binding guidance applicable to K-12 youth sports programs.

- o Each Los Angeles campus's COVID-19 Compliance Officer shall fulfill the duties of the COVID-19 Organized Youth Sports Program Compliance Officer, as those duties are described in LACDPH's sports-related COVID-19 guidance.
- o Each Los Angeles campus's COVID-19 Compliance Officer shall ensure that the required LACDPH youth sports exposure management protocols are followed in accordance with current guidance.
- o Each Los Angeles campus's COVID-19 Compliance Officer shall ensure that all mandatory testing required by the LACDPH's youth sports guidance is conducted in accordance with current guidance.

- All MSA extracurricular programs will keep updated rosters of all participating students and staff to facilitate identification of close contacts.
- Indoor mask use remains an effective layer in protecting against COVID-19 infection and transmission, including during sports, music, and related activities, especially activities with increased exertion and/or voice projection, or prolonged close face-face contact. Accordingly:
  - o Masks are strongly recommended indoors at all times for teachers, referees, officials, coaches, and other support staff.
  - o Masks are strongly recommended indoors for all spectators and observers.
  - o Masks are strongly recommended indoors at all times when participants are not actively practicing, conditioning, competing, or performing. Masks are also strongly recommended indoors while on the sidelines, in team meetings, and within locker rooms and weight rooms.
  - o When actively practicing, conditioning, performing, or competing indoors, masks are strongly recommended by participants even during heavy exertion, as practicable. Individuals using instruments indoors that cannot be played with a mask (e.g., wind instruments) are strongly recommended to use bell coverings and maintain a minimum of 3 feet of physical distancing between participants. If masks are not worn (or bell covers are not used) due to heavy exertion, it is strongly recommended that individuals undergo screening testing at least once weekly, unless they had COVID-19 in the past 90 days. An FDA-authorized antigen test, PCR test, or pooled PCR test is acceptable for evaluation of an individual's COVID-19 status.

26

11. Use of Face Coverings: The Charter School will follow CDPH, CDE and CDC guidance and state and local health orders on the use of face coverings. All staff are encouraged to review the CDPH and CDC guidance on cloth face coverings; face coverings must be used in accordance with CDPH Guidance and this Policy unless a person is subject to exemption.

- All MSA students are strongly recommended but no longer required to wear a face mask when indoors at any Charter School Campus building, bus, or other enclosed space. Individuals must still wear masks when entering a Nurse's office, COVID-19 testing site, symptom and wellness check area, isolation or quarantine area, or other medically sensitive area.
- Staff who return to work from isolation after having COVID-19 must wear a highly-protective mask around others, except when eating or drinking, for the full 10 days from onset of symptoms or, if asymptomatic, from the first positive COVID-19 test.
- Students who return to work from isolation after having COVID-19 are strongly recommended to wear a highly-protective mask around others, except when eating or drinking, for a full 10 days from onset of symptoms or, if asymptomatic, from the first positive COVID-19 test.
- Students and employees are required to wear a highly protective mask at all times in a LACDPH-designated outbreak setting (e.g., individuals who are part of the specific classroom or group involved in the outbreak must wear masks).
- No person at any MSA campus can be prevented from wearing a mask as a condition of participation in an activity or entry into the school site unless wearing a mask would pose a safety hazard.
- Face masks—to the extent they are required—are required without regard to vaccination status.
- Face masks and face shields, if required, may be removed for meals, snacks, naptime, showers, or outdoor recreation, or when needing to be replaced. When any type of face covering is temporarily removed, it should be placed in a clean paper bag (marked with the student's name and date) until it needs to be put on again.
- The Charter School will provide face coverings for students and staff who lose their face coverings or forget to bring them to school.
- Employees should wear a clean face mask to work every day if still required to wear one.
- Employees are expected to teach and reinforce proper use of face coverings, and in limited circumstances, face shields.
- The Charter School will post signs regarding the need for, proper use, removal, and washing of face coverings and shall educate students, particularly younger elementary school students, on the rationale and proper use of face coverings.

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27

- When pedagogically necessary, Teachers still subject to an indoor face mask requirement may use clear plastic face shields with an appropriate seal (cloth covering extending from the bottom edge of the shield and tucked into the shirt collar) or transparent masks in certain limited situations in the classroom to enable students to see their faces and avoid potential barriers to phonological instruction as long as the wearer maintains physical distance from others to the extent practicable. Staff must return to wearing their normal surgical-grade face covering at all other times, unless otherwise exempted.

- The Charter School will evaluate any employee's request for accommodation from the Charter School's facial covering policy/requirement pursuant to the MPS Employee Handbook and applicable law for all lawfully recognized accommodations. Employees requesting an accommodation from the facial covering policy/requirement must provide appropriate documentation and contact human resources.

- Per Los Angeles County Department of Health Guidance, employees based in Los Angeles County who are granted exemptions from wearing a mask while indoors must undergo COVID-19 testing at least twice per week, unless the employee provides proof of full vaccination against COVID-19 and proof of receipt of any vaccine booster to which the employee is eligible.

- Accommodations for students:

  o Pursuant to CDPH Guidance on the use of face masks, individuals with a medical condition, mental health condition, or disability that prevents wearing a mask are to be accommodated with an exemption from mask wearing. This includes those who are hearing impaired as well as those who communicate with the hearing impaired.

  o If a student cannot wear a mask due to a medical condition, mental health condition, or disability, he or she should wear the next most effective alternative that can be tolerated, such as a transparent face shield with a cloth draping sealing the bottom.

  o Parents/guardians who believe their student may need an accommodation from the Charter School's facial covering policy and requirement should contact the Charter School principal.

  o Upon receipt of appropriate documentation, the Charter School will evaluate requests for accommodation and determine what, if any accommodations the Charter School can provide.

  o Assessment of whether a medical condition, mental health condition, or disability warrants a mask accommodation is a medical determination that must be made by a physician, nurse practitioner, physician assistant. Self-attestation and parental

28

attestation for mask exemptions due to the aforementioned conditions do not constitute medical determinations.

o Students exempted from wearing a mask or face shield, where they are still required, are strongly encouraged to be vaccinated against COVID-19 and to receive boosters when eligible and to be tested for COVID-19 at least twice a week. If a student is exempt from wearing any type of face covering and is not vaccinated, the Charter School shall implement physical distancing and other isolation measures to the greatest degree feasible.

12. Use of Gloves and Personal Protective Equipment: The Charter School is no longer required by emergency public health orders to require the use of gloves and personal protective equipment. Any employee or student who wishes to wear gloves and/or personal protective equipment beyond the required facial coverings may do so, provided that they dispose of them safely and appropriately and do not wear gloves or personal protective equipment of a type or in a manner that interferes with their ability to perform their duties. Upon request, the Charter School will provide gloves, a protective gown, and/or a well-fitting medical grade mask to any employee dealing with sick children, performing cleaning or disinfection, or when otherwise working indoors in close contact with others or when there is heightened likelihood of contact with respiratory secretions or other bodily fluid.

13. Support for Students at Increased Risk of Becoming Infected or Unrecognized Illness. Pursuant to state and local health guidance, the Charter School has developed the following measures to mitigate the risk of COVID-19 to vulnerable student groups:

- The Home Office COVID-19 Response Team or designee will review student health plans, including 504 Plans, to identify students who may need additional accommodations to minimize potential exposure.
- The Home Office COVID-19 Response Team or designee will develop a process for engaging families for potentially unknown concerns that may need to be accommodated.
- The Charter School will identify additional preparations for classroom and non-classroom environments as needed to ensure the safety of students at increased risk of becoming infected or having unrecognized illness. Persons who might be at increased risk of becoming infected or having unrecognized illness include the following:
  - o Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
  - o Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and

29

- o Individuals who may not be able to communicate symptoms of illness.
- The Charter School is prepared for opening to provide Free Access to Public Education ("FAPE") in the least restrictive environment ("LRE") for each student. All students with disabilities will receive services according to their IEP. In accordance with IDEA, it is critical to reinforce the understanding that students receiving special education services, or 504 accommodations are general education students first. Balancing the educational needs with the health and well-being of students and staff is our top priority.
- Every child and adolescent with a disability is entitled to FAPE and is entitled to special education services based on their individualized education program (IEP). The Charter School continuously review and problem solve to balance safety and service needs. In order to provide the required level of safety, systems, processes and service delivery models have been reviewed. Adherence to social distancing guidelines will be followed as feasible except for instances when the services outlined in a specific IEP call for closer proximity. This will be evaluated on a case-by-case basis. For example, additional provision of PPE supplies to staff (gloves, gowns, face shields and Plexiglas dividers) who are required to deliver hand-over-hand instruction or hygiene service needs for students.
- Evaluations and Timelines:
  - o All IDEA/ADA compliance timelines will be followed on schedule and in accordance with IDEA/ADA regulations. IEP Team meetings and 504 meetings that were missed due to the March school facility closures will be rescheduled and conducted as soon as possible, if not already conducted. All IEP team meetings and 504 meetings will be conducted virtually until the use of school facilities return to normal operations.
- Services:
  - o The IDEA allows for flexibility in determining how to meet the individualized needs of students receiving special education services. State guidelines for the delivery of special education and related services will be implemented while protecting the health and safety of students as well as the individuals providing the services.
  - o If a student is unable to access their education in person due to medical or other circumstances, including the inability to wear a face covering, alternative means of delivering these services will be provided.
  - o The Charter School will provide appropriate protective equipment relative to the responsibilities of all Support Service Staff and disability needs.
  - o All Staff and students will receive training on the appropriate use of PPE and healthy hygiene practices that are proven to mitigate the spread of COVID-19.
- The Charter School will identify additional preparations for classroom and non-classroom environments as needed to ensure the safety of students at increased risk of becoming infected

30

or having unrecognized illness. Persons who might be at increased risk of becoming infected or having unrecognized illness include the following:

- o Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
- o Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
- o Individuals who may not be able to communicate symptoms of illness.

14. COVID-19 Vaccination Policy for Employees. The Charter School has adopted the following COVID-19 employee vaccination policy ("Employee Vaccination Policy"). The purpose of this Employee Vaccination Policy is to protect the health, safety, and well-being of all Charter School employees, students, families, and stakeholders to the maximum extent possible, and to facilitate a safe and meaningful return to in-person instruction. The Charter School drafted this policy in compliance with all applicable federal and state laws, including guidance from the Equal Employment Opportunity Commission ("EEOC"), Centers for Disease Control and Prevention ("CDC"), the California Department of Public Health ("CDPH"), and local health authorities.

- Pursuant to the California "State Public Health Officer Order of August 11, 2021," ("Order") all employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on any MSA -1, 5, Santa Ana, and San Diego campuses must either provide the School with proof of COVID-19 vaccination status or test for COVID-19 at least once per week. For employees, this directive is a condition of both employment and continued employment.
- Pursuant to the LAUSD's August 13, 2021 communication entitled "COVID-19 Vaccination Requirement for Employees and Other Adults Working at District Facilities," all employees, contractors, and other adults providing services at any District-owned school site must be fully vaccinated against COVID-19 no later than October 15, 2021. This directive is a condition of both employment and continued employment. **This policy applies to MSA-2, 3, 4, 6, and 8**.
- Pursuant to the LAUSD's December 16, 2021 communication entitled "Charter School COVID-19 Vaccination Compliance Certification Regarding Employees and/or Other Adults Providing Services to or for the Charter School on Any Site Including Non-District Property Occupied by Any District Authorized Charter School," the LAUSD employee vaccine mandate will apply to all LAUSD-authorized charter schools, whether on District-property or not. **This policy applies to MSA-7**.
    - o Under this policy, all employees of LAUSD-authorized schools, as well as all other adults who provide services to or for the Charter School, must become fully vaccinated against COVID-19 by June 30, 2022.

31

- o Unlike LAUSD's employee vaccine mandate for charter schools located on District-owned campuses, this policy permits the school to grant reasonable accommodations from vaccination to employees and other adults providing services at the school.
- o No employee or other adult providing services to MSA 7 will be permitted on campus if they have not either become fully vaccinated against COVID-19 or received an accommodation from MSA-7 by June 30, 2022.
- o MSA-7 shall prepare and carry a process for fielding requests for exemptions and shall establish in writing how its reasonable accommodation process is aligned with the goal of protecting the health and safety of all students, staff, and the school community against the threat of COVID-19.
- o Employees and adults providing services at MSA-7 who need an exemption from vaccination must contact the MSA-7 Compliance Task Force and the HR Department as soon as possible if they need an exemption from vaccination.
- o Furthermore, pursuant to this policy, MSA 7 must be prepared to provide LAUSD with any and all documents/records demonstrating that it is monitoring its employees and other adults who provide services to or for the Charter School and otherwise relating to the Charter School's compliance with LAUSD requirements.

- **Proof of COVID-19 Vaccination**:
  - o Consistent with applicable law, the Charter School will only accept the following forms of proof of COVID-19 vaccination:
    - COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control & Prevention or WHO Yellow Card) which includes name of person vaccinated, type of vaccine provided and date last dose administered); OR
    - A photo of a Vaccination Record Card as a separate document; OR
    - A photo of the client's Vaccination Record Card stored on a phone or electronic device; OR
    - Documentation of COVID-19 vaccination from a health care provider; OR
    - Digital record that includes a QR code that when scanned by a SMART Health Card reader displays to the reader client name, date of birth, vaccine dates and vaccine type; OR
    - Documentation of vaccination from other contracted employers who follow these vaccination records guidelines and standards.
  - o Any MPS employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on any MPS campus who either fails to provide proof of

32

COVID-19 or provides proof of vaccination that is not consistent with the above-referenced acceptable forms of proof will be deemed unvaccinated.

- o Employees may their submit proof of COVID-19 vaccination to the MPS Human Resources Department.
- o The Charter School will securely maintain the confidentiality of employee COVID-19 vaccination data in strict compliance with all applicable legal authority.
- **COVID-19 Employee Testing**:
  - o Pursuant to the Order, all MPS employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on any MSA-1, 5, 7, Santa Ana, and San Diego campuses who are either unvaccinated or incompletely vaccinated must undergo COVID-19 testing at least once per week.
  - o Previous history of COVID-19 from which the individual recovered more than ninety (90) days earlier, or a previous positive antibody test for COVID-19, do not waive this requirement for testing.
- **Accommodations**: Employees may request an accommodation from COVID-19 vaccinations and/or COVID-19 testing due to a medical issue or sincerely held religious belief, practice or observance that may prevent an employee from vaccinating or testing for COVID-19. Upon receiving a request for accommodation from COVID-19 testing and/or vaccinations, the Charter School will engage in the interactive process and determine what, if any accommodations can be provided. However, the Charter School may not be required to provide an employee with an accommodation, should it result in a direct threat to health and safety at the School or to the employee or if the accommodation will cause an undue hardship for the School, among other reasons.
- **Compliance Period**:
  - o Employees at the MSA -1, 5, Santa Ana, and San Diego campuses must submit proof of COVID-19 vaccination to the Charter School before October 15, 2021. Such employees who fail to submit proof of COVID-19 vaccination before this date will be deemed unvaccinated and must be required to test for COVID-19 at least once per week. On or after October 15, 2021, employees to fail to test for COVID-19 will be deemed in non-compliance with this policy, absent an approved, legally recognized accommodation from such testing.
  - o Employees at MSA-2, 3, 4, 6, and 8 campuses must submit proof of COVID-19 vaccination to the Charter School before October 15, 2021. Such employees who fail to submit proof of COVID-19 vaccination before this date will be deemed in non-compliance with this policy, absent an approved, legally recognized accommodation from such testing.

Deleted: (PCR only)

Deleted: <#>As outlined above, all employees at any MSA-2, 3, 4, 6, and 8 campuses must test for COVID-19 at least once per week, regardless of COVID-19 vaccination status, as directed by the LAUSD.¶

33

- o Employees at MSA-7 must submit proof of vaccination to the Charter School by June 30, 2022.
- **Non-Compliance**:
  - o Any employee deemed to be in non-compliance with this policy may be subject to disciplinary action, up to and including termination from at-will employment.
  - o The Charter School reserves the right to refuse entry to campus to any volunteer, vendor, contractor other adult supporting Charter School functions, should they fail to comply with the proof of vaccination and testing directives as stated in this Policy.
- All employees who have not yet vaccinated should do so outside of working hours. Employees who demonstrate they are unable to get vaccinated outside working hours may use either COVID-19 Supplemental Paid Sick Leave or accrued sick leave for time spent attending a COVID-19 vaccination appointment. In such cases, employees must consult with their supervisors regarding the best time to be excused to receive the vaccine and are responsible for arranging coverage during their absence to get vaccinated, if applicable.
- Employees who experience symptoms related to a COVID-19 vaccine that prevent the employee from being able to work or telework may be entitled to COVID-19 Supplemental Paid Sick Leave, if available and upon request.
- The Charter School will not discriminate, harass, or retaliate against any employee for receiving the COVID-19 vaccine or for electing not to receive the COVID-19 vaccine. However, the School reserves the right to appropriately discipline an employee for non-compliance with this policy, consistent with applicable law.
- As public health and legal guidance regarding COVID-19 vaccinations evolves, the Charter School reserves the right to revise this Employee Vaccination Policy. Upon any revision to this Employee Vaccination Policy, the Charter School will provide immediate notice in writing to all employees.
- Employee with any questions regarding the Charter School's Employee Vaccination Policy may contact Human Resources Department at hr@magnoliapublicschools.org.

15. COVID-19 Vaccination Policy for Students. The Charter School has adopted the following COVID-19 student vaccination policy ("Student Vaccination Policy"). The purpose of this Student Vaccination Policy is to protect the health, safety, and well-being of all Charter School employees, students, families, and stakeholders to the maximum extent possible. The Charter School drafted this policy in compliance with all applicable federal and state laws, including guidance from the Centers for Disease Control and Prevention ("CDC"), the California Department of Public Health ("CDPH"), and local health authorities.

34

- Pursuant to the directive of the Los Angeles Unified School District, all students of MSA-2, 3, 4, 6, 7, and 8 who are eligible to receive COVID-19 vaccination must be vaccinated against COVID-19 by the first day of the 2023-24 school year, unless medically exempted, or they will not be permitted on campus. At this time, the Student Vaccination Policy applies only to students at MSA-2, 3, 4, 6, 7, and 8.
- **Proof of Vaccination**.
  - o Vaccination status can only be proven by one of the following methods acknowledged by the California Department of Public Health:
    - COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control and Prevention or WHO Yellow Card) which includes the name of the person vaccinated, type of vaccine provided and date last dose administered; OR
    - A photo of a Vaccination Record Card as a separate document; OR
    - A photo of the client's Vaccination Record Card stored on a phone or electronic device; OR
    - Documentation of COVID-19 vaccination from a health care provider; OR
    - Digital record that includes a QR code that when scanned by a SMART Health Card reader display to the reader client name, date of birth, vaccine dates and vaccine type.
- **Parental Consent**.
  - o Parent/guardian consent is required for vaccination of students 12-17 years of age.
  - o A student consent form is available at the Daily Pass Portal at https://DailyPass.lausd.net and is included to be filled out as part of the process of making an appointment to receive COVID-19 vaccination from the Los Angeles Unified School District.
  - o Parents/guardians may be present at, but will not be required to attend, their child's appointment to receive a COVID-19 vaccination from the Los Angeles Unified School District.
- **Compliance Requirements**.
  - o To provide proof of vaccination, parents/guardians must upload adequate documentary proof of vaccination to the Daily Pass system and ensure that the information appears in the "Vaccinations" tab of their student's Daily Pass. Students vaccinated by the Los Angeles Unified School District do not need to submit their vaccination record, as it will be automatically updated following receipt of the vaccine.

35

- o At this time, the Pfizer-BioNTech COVID-19 vaccine is the only vaccine approved for individuals aged 12 to 17. Students who are 18 or older may also use the Johnson & Johnson or Moderna vaccine to satisfy the vaccination requirement.
- o To meet the deadlines imposed by the Los Angeles Unified School District for student vaccination, students aged 12+ should receive their first dose of the Pfizer-BioNTech vaccine no later than 5 weeks prior, and second shot no later than two weeks prior, to the vaccination requirement deadline. To meet the vaccination deadline, students aged 18+ should receive the single dose of the Johnson & Johnson vaccine no later than two weeks prior to the vaccination deadline. And, to meet the deadline using the Moderna vaccine, students should receive their first shot no later than 6 weeks prior to their deadline with their second shot coming no later than two weeks prior to the vaccination requirement deadline.
- **Exemptions and Conditional Admissions**.
  - o Parents/guardians may apply for exemptions from the COVID-19 vaccine requirements only for medical reasons. The medical exemption process must be followed with the completion of the *Student Medical Exemption to the COVID-19 Vaccine* form and its submission via the Daily Pass portal.
  - o Students who are not in compliance by the deadline may be conditionally admitted if they are in one of the following groups: 1) foster youth, 2) experiencing homelessness, 3) migrant, 4) military family, or 5) has an IEP.
  - o There are no religious or personal belief exemptions to the Student Vaccination Policy. Because this Student Vaccination Policy is implemented at the directive of the Los Angeles Unified School District, the Charter School cannot grant exemptions outside of those granted through the District's Daily Pass process.
- MSA 2, 3, 4, 6, 7, and 8 students who fail to comply with the Student Vaccination Policy by the first day of Fall Semester 2023, will be excluded from physically entering campus.
- MSA 2, 3, 4, 6, and 8 students will still be required to comply with all COVID-19 testing frequencies mandated by the Los Angeles Unified School District without regard to vaccination status.

16. Communications to the Charter School Community: The Charter School will keep families, staff, and the community informed, engaged, and in touch as the new school year begins, by implementing the following communications measures:

- The Charter School will engage with families and staff to develop strategies to prepare and respond to the COVID-19 emergency, including guidelines for families about when to keep students home from school and other topics.

36

- Communications will include a process for engaging families for potentially unknown concerns that may need to be accommodated.
- Prior to the start of the school year, the Charter School will communicate to staff, students, and parents about new, COVID-19-related protocols, including:
  o Proper use, removal and washing of face coverings.
  o Screening practice.
  o How COVID-19 is spread.
  o COVID-19 specific symptom identification.
  o Preventing the spread of COVID-19 if you are sick, including the importance of not coming to work if staff members have symptoms, or if they or someone they live with has been diagnosed with COVID- 19, including pertinent isolation and quarantine policies.
  o Local community testing sites and options for obtaining COVID-19 testing from private medical providers, including any testing arranged by the Charter School.
  o Guidelines for employees regarding COVID-19 specific symptom identification and when to seek medical attention.
  o Guidelines for families about when to keep students home from school.
  o Systems for self-reporting symptoms.
  o Criteria and plan to close schools again for physical attendance of students.
  o Changes in Charter School extracurricular, academic, and meal programs to help prevent the spread of COVID-19.
  o Contact information at the Charter School for students who may have been exposed to COVID-19.
  o Charter School contact information if a student has COVID-19 symptoms or may have been exposed to COVID-19.
- The Charter School will provide information to parents and guardians regarding this Policy and related guidance, along with the safety measures that will be in place in indoor and outdoor settings with which parents and guardians must comply.
- This Policy will be posted at all public entrances to the Charter School campus.
- The Charter School will develop a communications plan for implementation if the school has a positive COVID-19 case in accordance with CDPH and CDE guidelines.

The MPS CEO/Superintendent is authorized to implement changes or additions to this policy in order to ensure compliance or consistency with new or revised orders or guidance from local, county, state or federal authorities ("Agencies"), to take any and all actions consistent with orders and guidance from the Agencies that is not specifically addressed by this policy, and to

37

ensure compliance with the Charter School's charter petition. The MPS CEO/Superintendent shall provide the Board with regular updates as to actions taken pursuant to this section.

Appendix

Site Specific Planning Form

This document has been included to align with the Los Angeles Unified School District's ("LAUSD")'s COVID-19 Containment, Response and Control Plan ("Containment Plan"). Pursuant to the LAUSD's Containment Plan, the LAUSD is requiring all Los Angeles Unified schools complete this form, along with the pre-filled versions of the Los Angeles County Department of Public Health COVID-19 Reopening Protocols forK-12 Schools: Appendices T1 and T2 documents.

School Name: _____

Date Last Revised: _____

School Address: _____

Location Code: _____

38

School Phone Number: _____

Campus Density

- Approximate Square Footage open: _____
- Maximum Student Capacity: _____
- Maximum Number of Staff with physical distancing: _____
- Total Number of Students Enrolled: _____
- 25% of Total Number of Students Enrolled: _____
- In-person class size is limited to: _____
- ➤ The **maximum** number of students & staff permitted on campus at any one time to ensure no more than 25% of total student body and to maximize physical distancing is:

Specialized Services for defined subgroups of children (T1)			
Enter the estimated total number of students that will return per grade (if none, enter 0)			
TK:	3:	5:	9:
K:	4:	6:	10:
1:	5:	7:	11:
2:	6:	8:	12:
Estimated total number of administrators, teachers, and other employees on campus supporting resumption of all permitted in-person services for students:_____			

Services

The Grab & Go Food Center located closest to this school is at:

- School Name:_____

- Address_____

The COVID-19 Test Center located closest to this school is at:

- School Name:_____

- Address:_____

School COVID-19 Compliance Task Force

Name	Job Title	Role
	(Principal)	Leader
		COVID-19 Compliance Officer
	(School Administrative Assistant)	Attendance Monitor
	(Plant Manager)	Cleaning/Disinfecting Operations

39

	(School Nurse)	Exposure Management Advisor
		Health Office Manager
		Data Collection Manager

Health Office Set-up and Staff

Type of Health Office	Indoor vs. Outdoor	Location	Staff Person(s)	Alternate	Runner
General Health Office (Non-COVID)					
Isolation Area (Recommended Outdoors)					
Quarantine Area					

School Communications

The following information was sent to parents/students prior to the start of in-person services: (check all that apply)	
☐ Isolation and quarantine policies as they apply to students who have symptoms or may have been exposed	☐ Options for COVID-19 testing if the student or a family member has symptoms or exposure to COVID-19
☐ Changes in school meals to avert risk	☐ Required use of face coverings
☐ How to conduct a symptom check before students leave home for school	☐ Changes in academic and extracurricular programs to avert risk
☐ Importance of student compliance with physical distancing and infection control policies	☐ Who to contact at the school if students have symptoms or may have been exposed
☐ School policies concerning parent visits to school and advisability of contact the school remotely	☐ Importance of providing up-to-date emergency contact information, including multiple parent contact options

40

HEALTH AND SAFETY POLICY FOR COVID-19

It is the policy of Magnolia Public Schools ("Charter School") to take all reasonable measures to prevent the spread of the novel coronavirus disease ("COVID-19") among students and staff. In accordance with this policy, the Charter School is temporarily implementing health and safety measures to mitigate the spread of COVID-19 as the Charter School resumes in-person instruction. This policy recognizes that these measures are each designed to provide some protection against COVID-19. While there may be times when one measure may not be feasible, implementing alternative measures can provide additional layers of safety. This Policy includes both mandatory measures (using terms "shall" or "will") as well as recommended measures intended to guide decisions in light of practical limitations.

This Policy is based on guidance provided by the Centers for Disease Control ("CDC"), the California Department of Education ("CDE"), the California Department of Public Health ("CDPH"), and relevant county public health officials. The Governor and each county public health official is vested with the authority to impose health and safety standards, which may vary by locality in response to different local conditions. The Charter School will, as necessary, consult with their county health officer, or designated staff, who are best positioned to monitor and provide advice on local conditions to individually determine whether more or less stringent measures are necessary to align with the applicable public health orders. The Charter School will fully cooperate with county public health officials regarding the screening, monitoring and documentation that will be required to permit careful scrutiny of health outcomes associated with the return to in-person instruction on Charter School campuses.

This Policy constitutes the COVID-19 Infection Control Plan for each Charter School worksite. Prior to resuming in-person instruction, the Home Office COVID-19 Response Team shall perform a comprehensive risk assessment of all work areas and work tasks in accordance with guidance from CDPH and this Policy. The following staff member(s) is (are) responsible for implementing this Policy at each campus:

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

School Name	Staff Members	Phone Number
Magnolia Science Academy-1	Home Office COVID-19 Response Team	213-628-3634
	MSA-1 Compliance Task Force Team	818-609-0507
Magnolia Science Academy-2	Home Office COVID-19 Response Team	213-628-3634
	MSA-2 Compliance Task Force Team	818-758-0300
Magnolia Science Academy-3	Home Office COVID-19 Response Team	213-628-3634
	MSA-3 Compliance Task Force Team	310-637-3806
Magnolia Science Academy-4	Home Office COVID-19 Response Team	213-628-3634
	MSA-4 Compliance Task Force Team	310-473-2464
Magnolia Science Academy-5	Home Office COVID-19 Response Team	213-628-3634
	MSA-5 Compliance Task Force Team	818-705-5676
Magnolia Science Academy-6	Home Office COVID-19 Response Team	213-628-3634
	MSA-6 Compliance Task Force Team	310-842-8555
Magnolia Science Academy-7	Home Office COVID-19 Response Team	213-628-3634
	MSA-7 Compliance Task Force Team	818-886-0585
Magnolia Science Academy-8	Home Office COVID-19 Response Team	213-628-3634
	MSA-8 Compliance Task Force Team	323-826-3925
Magnolia Science Academy-Santa Ana	Home Office COVID-19 Response Team	213-628-3634

2

	MSA-SA Compliance Task Force Team	714-479-0115
Magnolia Science Academy-San Diego	Home Office COVID-19 Response Team	213-628-3634
	MSA-SD Compliance Task Force Team	619-644-1300
MPS Home Office	Home Office COVID-19 Response Team	213-628-3634

In addition to in-person instruction, the Charter School will also offer optional independent study as an alternative to in-person instruction in the 2021-22 school year. Independent study will also be made available for students for whom in-person instruction poses a heightened risk of infection.

1. Limited Access to Campus. As school campuses open for fully in-person instruction in the 2021-22 school year, California public health authorities have relaxed restrictions on access to school campuses; however, the ongoing threat of COVID-19 and the public health orders in effect necessitate that the following precautions be maintained:

- The Charter School may limit nonessential visitors' access to the Charter School campus and may limit the number of students and staff with whom they come into contact, based on, among other factors, the current levels of community transmission, the vaccination status of any such visitor, and the relative importance of the visit's purpose.

- The Charter School will exclude from the campus any employee, student, parent, caregiver or visitor who refuses to take or does not pass a Wellness and Temperature Screening.

- All visitors to a Charter School Campus are strongly encouraged to wear a face mask while inside any Charter School building, vehicle, or other enclosed space.

- Any parent or guardian picking up a student who has been placed on isolation or quarantine must stay outside campus and the student will be brought to them for dismissal.

- Signage shall be posted at all public entrances to the Charter School warning visitors not to enter if they have COVID-19 symptoms.

- Students excluded from campus on the basis of an elevated temperature or other COVID-19 related symptoms may be provided with Independent Study opportunities to support their academic success to the greatest extent possible during exclusion.

- Students and employees who are well but who have a household member that has been diagnosed with COVID-19 are directed to notify the COVID-19 Compliance Officer, who will consult with other Charter School staff to determine whether the student or staff member can

3

continue coming to school with a modified quarantine in light of current guidance and this Policy.

- Per Cal/OSHA requirements, the Charter School shall exclude staff members who have symptoms consistent with COVID-19 or who have had a close contact with a positive COVID-19 case and are not vaccinated.

- Health and safety standards and procedures shall be applied equally to all users of a public school campus that is subject to a co-location arrangement.

- Implement health screenings of students and staff upon arrival at school (see Section 2).

- To the extent that non-parent visitors are required to enter the Charter School Campus, the School will take the following precautions:
  - o Non-parental visitors will be allowed on campus via appointment only.
  - o Non-parental visitors must pre-register in a visitor's log, which includes the visitor's name, email address, and phone number.
  - o Non-parental visitors will only be allowed to enter specific areas to conduct their business.
  - o Visitors to MSA-2, 3, 4, 6, and 8 must complete daily screening questions using LAUSD's Daily Pass or at the entrance to the school.

2. Wellness Checks and Temperature Screenings:

- *COVID-19 Symptoms*. Currently, the CDC has identified the following as potential symptoms of COVID-19:
  - o Fever or chills
  - o Cough
  - o Shortness of breath or difficulty breathing
  - o Fatigue
  - o Muscle or body aches
  - o Headache
  - o New loss of taste or smell
  - o Sore throat
  - o Congestion or runny nose
  - o Nausea or vomiting
  - o Diarrhea
- In-person wellness checks administered under this Policy shall:
  - o Confirm that the subject has not experienced COVID-19 symptoms in the prior 48 hours or potentially been exposed to COVID-19, by soliciting the following

4

information:

- Have you had any one or more of these symptoms today or within the past 48 hours? Are these symptoms new or not explained by another reason?
  - Fever or chills
  - Cough
  - Shortness of breath or difficulty breathing
  - Fatigue
  - Muscle or body aches
  - Headache
  - New loss of taste or smell
  - Sore throat
  - Congestion or runny nose
  - Nausea or vomiting
  - Diarrhea
- Do you live in the same household with, or have you had close contact with, someone who in the past 14 days has been in isolation for COVID-19 or had a test confirming they have the virus? Close contact means sharing the same indoor airspace with an infected person for a cumulative total of 15 minutes or more over a 24-hour period during the positive case's infectious period: 2 days before onset of symptoms or, for asymptomatic patients, 2 days prior to first positive test specimen collection and until the time the person is cleared from isolation.

o If the student, staff, parent, or, visitor answers "no" to all questions, he or she may enter the school.

o If the student, staff, parent, or visitor answers "yes" to any of the questions, he or she may not enter the school. Employees, parents, and visitors answering "yes" must leave immediately and will be instructed to self-isolate until further instructions are given by the COVID-19 Compliance Officer. Students answering "yes" will be isolated and must leave as soon as pickup can be arranged and then will be instructed likewise.

o Students, staff, parents, or, visitors have had close contact with an individual who has tested positive shall return home to self-quarantine as per CDPH and local guidance.

- However, the Charter School will not exclude such individuals with close contact exposure and not require them to return home or self-isolate if they are both asymptomatic and fully-vaccinated against COVID-19. Should an asymptomatic and fully-vaccinated individual be exposed to COVID-19, the Charter School reserves the right to request proof of vaccination for

5

COVID-19 before allowing the individual on campus.
- o Students and staff are encouraged to screen themselves for symptoms at home before coming to campus.
- o Students and staff of MSA-2, 3, 4, 6, and 8 may be subject to further health check procedures as required by LAUSD.
- o A check in area should be established on campus for health screenings to be performed privately and with enough space to allow physical distancing.
- *Campus Screening Logistics*:
  - o Each employee and visitor to the school site shall be screened for COVID-19 symptoms before entering the school site.
  - o Temperature and wellness screenings will be performed by a trained school employee at all Charter School Campuses to the extent feasible.

3. COVID-19 Compliance Task Force and Compliance Officer. State and local health orders require that schools designate a task force and liaison to be responsible for receiving and sharing information on COVID-19 policies, positive cases, and exposures. The Charter School shall comply with these requirements by implementing the following measures:

- The Charter School will comply with and implement the "COVID-19 Exposure Management Plan Guidance in TK-12 Schools," promulgated by the Los Angeles County Department of Public Health ("LAC DPH"). If the LAC DPH Exposure Management Plan is updated such that this Policy becomes materially inconsistent with it, the Charter School will follow the current Exposure Management Plan.
- The Charter School will establish a Compliance Task Force. The Compliance Task Force is responsible for establishing and enforcing all COVID-19 safety protocols, as well as ensuring all Charter School students and staff receive appropriate COVID-19 education. The names and contact information for all Compliance Task Force members are referenced above on pages one and two of this policy
- The Charter School will designate a "COVID-19 Compliance Officer," to act as a liaison between the local county public health department and the Charter School, in the event of a COVID-19 cluster or outbreak at the Charter School. The name and contact information for the Charter School's COVID-19 Compliance Officer is referenced above on pages one and two of this policy.
- The COVID-19 Compliance Officer shall monitor trends in absences and the prevalence of symptoms and illnesses among students and staff on campus to help isolate them promptly, as needed.

6

- The COVID-19 Compliance Officer shall be the point of contact responsible for sharing information on positive cases and exposures to relevant state and local health departments, as detailed in the Exposure Management Plan section of this Policy.
- The COVID-19 Compliance Officer shall conduct COVID-19 Task Force meetings no less than twice per month to identify areas for improving the enforcement and results of this Policy.

4. COVID-19 Testing and Reporting. Testing, in conjunction with vaccination, face masking, and other safety protocols, is a key factor in preventing COVID-19 infection. In keeping with the recommendations and requirements of state and local health departments, the Charter School shall implement the following testing and reporting procedures:

- When testing students or employees for COVID-19, the Charter School will use FDA-Authorized viral COVID-19 tests, including a Nucleic Acid Amplification Test (NAAT, such as a Polymerase Chain Reaction test or an Antigen test. An FDA-authorized over-the-counter test is acceptable for student and staff screening purposes so long as the results can be verified.
- Testing will be applied on symptomatic[1], response[2], and asymptomatic[3] bases.
- The Charter School's COVID-19 Compliance Officer must be made aware of all positive student and staff test results and shall report those results to local public health officials as required by law.
- Per Cal/OSHA Emergency Temporary Standards, the Charter School will provide testing at no cost to employees during paid time for:
  - Symptomatic unvaccinated employees, regardless of whether there is a known exposure,
  - Unvaccinated employees after an exposure,
  - Vaccinated employees after an exposure if they develop symptoms,
  - Unvaccinated employees in an outbreak (three or more employee cases), or

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[1] Symptomatic testing "is used for individuals with symptoms of COVID-19, either at home or at school."

[2] Response testing "is used to identify positive individuals once a case has been identified in a given stable group. Response-based testing can be provided for symptomatic individuals or for asymptomatic individuals with known or suspected exposure to an individual infected with SARS-CoV-2."

[3] Asymptomatic testing is "used for surveillance, usually at a cadence of every 2 weeks or less frequently, to understand whether schools have higher or lower rates of COVID19 rates than the community, to guide decisions about safety for schools and school administrators, and to inform LHDs about district level in-school rates. Asymptomatic testing can also be used for screening, usually at a higher cadence (weekly or twice weekly) than surveillance testing, to identify asymptomatic or pre-symptomatic cases, in order to exclude cases that might otherwise contribute to in-school transmission."

7

- o   All employees in a major outbreak (20 or more employee cases).
- Testing Required in San Diego County:
  - o   No student testing will be required at MSA-SD at this time due to local transmission rates. However, the Charter School reserves the right to exclude MSA-SD students from campus who are either symptomatic for COVID-19 or who have been exposed to COVID-19, until all time and symptom criteria have been reached, consistent with public health guidance and as stated in this Policy. The Charter School will also continue to monitor local case rates to determine whether any further COVID-19 testing of students is necessary.
  - o   Consistent with California's "State Public Health Officer Order of August 11, 2021," all MSA-SD employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on campus must either provide the School with proof of COVID-19 vaccination or test for COVID-19 at least once per week, consistent with applicable law and the Charter School's COVID-19 employee vaccination policy.
- Testing Required at Magnolia Science Academy MSA- 2, 3, 4, 6, and 8:
  - o   Beginning July 1, 2022, MSA- 2, 3, 4, 6, and 8 will no longer conduct weekly asymptomatic testing. Instead, these campuses will implement a Response Testing protocol, whereby those (1) who present with symptoms, (2) who have been exposed to a confirmed positive case (inside or outside of school or work), or (3) who tested positive for COVID-19 and need to return from isolation early (after Day 5), will be required to test with a rapid antigen test provided by the school site.
  - o   Individuals who have recovered from laboratory-confirmed COVID-19 within the last 90 days are not required to test for COVID-19 unless they develop new onset symptoms. If these individuals develop new onset symptoms, they may avail themselves of a Rapid Antigen Test at their school or work site and upload its results via the Daily Pass.
  - o   These campuses are recommended to maintain an inventory of rapid antigen tests equal to 30% of the total student and employee enrollment for response testing purposes.
  - o   Individuals new to LAUSD are required to baseline test upon their start of school or work. All individuals will be required to comply with all District requirements for baseline testing upon return from school breaks, such as Spring Break.
- Testing Required at MSA-1, 5, 7 and MSA-SA:
  - o   Beginning July 1, 2022, MSA-1, 5, 7, and Santa Ana will no longer conduct weekly asymptomatic testing. Instead, these campuses will implement a Response Testing protocol, whereby those (1) who present with symptoms, (2) who have been exposed to a confirmed positive case (inside or outside of school or work), or (3) who tested

8

==positive for COVID-19 and need to return from isolation early (after Day 5), will be required to test with a rapid antigen test provided by the school site.==

- o Consistent with California's "State Public Health Officer Order of August 11, 2021," all MSA-1, 5, 7, and MSA-SA employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on campus must either provide the School with proof of COVID-19 vaccination or test for COVID-19 at least once per week, consistent with applicable law and the Charter School's COVID-19 employee vaccination policy.

- Testing Required at MSA-SD and Home Office:
  - o Consistent with California's "State Public Health Officer Order of August 11, 2021," all MSA-San Diego and Home Office employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on campus must either provide the School with proof of COVID-19 vaccination or test for COVID-19 at least once per week, consistent with applicable law and the Charter School's COVID-19 employee vaccination policy.

- Additional levels of employee and student COVID-19 testing may be implemented in response to local disease trends, an outbreak, as determined by the Home Office COVID-19 Response Team, where required by Cal/OSHA regulations, or where otherwise required by law or public health guidance. The Charter School reserves the right to require employees undergo additional frequencies of COVID-19 testing, consistent with applicable authority, and directives from public health authorities as well as the School's authorizer, regardless of an employee's COVID-19 vaccination status.

- For staff and student-wide testing, all staff and students shall be tested, except any staff and students who have no contact with others and do not report to campus.

- The Charter School can cause tests to be provided at any one of its campuses, or have staff get tested at any local testing site or by their health insurance provider, which must cover the cost.
  - o If county-provided testing is not available, then private labs and health insurance providers may be used, and the cost of testing must be covered by the health insurance provider under an emergency state regulation.

- The Charter School's liaison must be made aware of the student and staff test results and report those results to local public health officials.

- Student consent for testing:
  - o For Charter School Students aged 12 and under, the Charter School will require parental consent for COVID-19 testing.
  - o Pursuant to California Family Code Section §6926 and CDPH guidance, Charter School Students aged 13 to 17 may consent to COVID-19 testing on their own.

9

- o Charter School students aged 18 and older do not need parental consent for COVID-19 testing.
- Students who refuse to participate in the COVID-19 testing program or to report the test results to the Charter School, where such testing is required, will not be allowed to return to in-person instruction or otherwise enter the Charter School Campus. Both the testing and the reporting are required under applicable public health guidance and legal authority.
- For staff who refuse to participate in the COVID-19 testing program or to report the test results to the Charter School, where such testing is required, the Charter School reserves the right to discipline an employee for such non-compliance, up to and including termination from at-will employment.
- Consistent with applicable law, the Charter School will consider accommodations from mandatory testing for medical reasons and any other lawfully recognized reason. Employees or students and/or parents/guardians who wish to request an accommodation for themselves or their child can contact the Charter School. The Charter School cannot guarantee the availability of particular accommodation and will process all requests for accommodation consistent with MPS policies and applicable law.
- The Charter School must maintain confidentiality of test results, other than reporting the results to local public health officials. All medical information about any employee must be stored separately from the employee's personnel file in order to limit access to this confidential information. The Charter School should have a separate confidential medical file for each employee where the Charter School can store all of that employee's medical information. Medical information includes COVID-19 test results, an employee's statement via any symptom screening that they have symptoms or COVID-19, medical certifications showing the employee needs time off due to COVID-19, etc. For students, the Charter School will take similar precautions to safeguard the students' privacy and confidentiality, consistent with FERPA and all relevant legal requirements.
- All volunteers, contractors, vendors and other adults supporting Charter School functions on any MPS campus must comply with applicable COVID-19 testing requirements, as stated in the COVID-19 Vaccination Policy.
- In the event of a positive test result of a student or family member:
  - o The Charter School requires that parents/guardians notify school administration immediately if the student tested positive for COVID-19 or if one of their household members or non-household close contacts tested positive for COVID-19.
  - o Upon receiving notification that staff or a student has tested positive for COVID-19 or been in close contact with a COVID-19 case, the Charter School will take actions as required in Section 5 below.

10

5. Exposure Management Policy: Suspected/Confirmed Cases and Isolation. Preventing and minimizing the spread of COVID-19 within the Charter School Community requires a sound policy for managing exposure to infected individuals. The Charter School will follow the exposure management provisions of the "COVID-19 Exposure Management Plan Guidance in TK-12 Schools," promulgated by the LAC DPH as well as "COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year" promulgated by the CDPH, and other local counties. In the event that this protocol is updated so that it materially conflicts with the measures laid out in this Policy, the Charter School will follow the updated protocol; otherwise, the following measures shall be followed:

- **Reporting Obligation**. Per AB 86 and California Code Title 17, section 2500, schools are required to report COVID-19 cases to the local public health department. The COVID-19 Compliance Officer shall report every positive COVID-19 case to the appropriate county authority.

- **Suspected Cases**. In the event of a suspected COVID-19 case:
  - The Charter School will identify an isolation room and/or outdoor areas to separate anyone who exhibits COVID-19 symptoms.
  - Isolation of students, employees, and visitors exhibiting symptoms of COVID-19 will occur without regard to vaccination and/or recent testing status.
  - Any students, staff, or visitors exhibiting symptoms should immediately be provided with and required to wear a surgical-grade or better face covering and should be directed to wait in the separate isolation area until they can be transported home or to a healthcare facility, as soon as practicable. For serious illness, call 9-1-1 without delay.
  - Students in the isolation area will be monitored by a staff member.
  - Parents/guardians will be required to pick up their students within one hour. Parents/guardians should take the student to get a COVID-19 test immediately and, if a student of MSA- 2, 3, 4, 6, or 8, should upload the test result to the LAUSD Daily Pass system or otherwise provide a copy to the school.
  - A log will be kept of all persons entering the isolation area.
  - Physical distancing of six feet or greater will be maintained in the isolation and area and masking shall be required for any individual entering these areas.

- **Symptomatic but negative**. Symptomatic individuals who test negative for COVID-19 can return 24 hours after resolution of fever (if any) and improvement in symptoms.
  - Documentation of a negative test result should be provided to school administrators.

11

- In lieu of a negative test result, students and staff may return to work with a medical note by a physician that provides alternative explanation for symptoms and reason for not ordering COVID-19 testing.
- Symptomatic individuals who neither test for COVID-19 nor consult with a medical professional must isolate at home until fever free for 24 hours, improved symptoms, and 10 days from symptom onset.
- For MSA-SD, individuals who have symptoms of COVID-19 but who test negative with an antigen test must confirm the initial negative antigen test with a second follow-up test (antigen, PCR, or other NAAT) administered the following day and must remain isolated until cleared by the confirmatory test.

- **Isolation**. Persons who test positive or are otherwise diagnosed with COVID-19 must isolate until they have satisfied the following conditions:
  - At least 5 days have passed since symptom onset or, if asymptomatic, since their positive test; AND
  - At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; AND
  - Other symptoms have resolved or are improving; AND
  - An FDA authorized COVID-19 viral test (antigen preferred) test taken on or after Day 5 from symptom onset is negative.
  - NOTE: If fever reduction, improvement of other symptoms, or a negative test are not all achieved, isolation may not end until after Day 10 from symptom onset or, if asymptomatic, their positive test, so long as 24 hours have passed since resolution of fever and all other symptoms are not present or are improving.
  - Note: For staff, per CAL/OSHA COVID-19 Prevention ETS, testing that is required for employees must be provided by the employer free of charge and during work hours; these tests may not be self-administered and self-read unless they are observed by the employer or an authorized telehealth proctor or verifiable through the use of a time/date stamped photograph or through the use of a test that employee digital result reporting that marks the time and date of the result.
  - Students returning to school after isolation are strongly recommended to wear a highly protective non-cloth mask when around others, except when eating or drinking, for a full 10 days from testing positive or onset of symptoms.
  - Staff returning to school after isolation are required to wear a highly protective non-cloth mask when around others, except when eating or drinking, for a full 10 days from testing positive or onset of symptoms.

12

- o The School will comply with Cal/OSHA regulations regarding when employees may return to work after exposure, as detailed in the Charter School's IIPP addendum.
- **School Response to Confirmed Case**. In the event of one or more confirmed COVID-19 case(s) the Charter School will follow the CDPH and local public health guidance, including implementation of the following practices:
  - o The Charter School will provide notifications to the local public health department of any known case of COVID-19 among any student, employee, or visitor or other school-associated person who was present on a Charter School campus within the 14 days preceding COVID-19 symptoms, or 10 days before a positive test result.
  - o MSA Los Angeles COVID-19 Compliance Officers will notify the Los Angeles County Department of Public Health of any COVID-19 hospitalizations or deaths among students or staff by sending a notification to ACDC-Education@ph.lacounty.gov.
  - o MSA Los Angeles Schools will inform all employees how to obtain testing, will offer testing at no cost and during paid time, and will provide testing in a manner that ensures employee confidentiality. An over-the-counter COVID-19 test may be both self-administered and self-read if the results are verifiable, such as through a time/date stamped photograph or through use of an over the counter test that uses digital reporting of results.
  - o Notifications will be provided by the Home Office COVID-19 Response Team depending on the county where the school is located.
  - o For Los Angeles campuses: The COVID-19 Compliance Officer will instruct the individual who tested positive to follow the LACDPH COVID-19 Home Isolation instructions and will inform the positive case that LACDPH will contact them directly to collect additional information and to issue a Health Officer Order to isolate.
  - o All students and staff of MSA- 2, 3, 4, 6, and 8 campuses who are determined to be a confirmed case will be contacted by the LAUSD Community Engagement team to be instructed on isolation and to provide further information.
  - o Site administrators of MSA- 2, 3, 4, 6, and 8 will report to LAUSD using the Initial Exposure Management (IEM) Reporter App, as detailed in the latest LAUSD IOC guidance on exposure management reporting.
  - o The notification to the local public health department must include:
    - ▪ 1) The full name, address, telephone number, and date of birth of the individual who tested positive;

13

- 2) The date the individual tested positive, the school(s) at which the individual was present on-site within the 10 days preceding the positive test, and the date the individual was last on-site at any relevant school(s); and

- 3) The full name, address, and telephone number of the person making the report.

- For San Diego Charter School locations, the public health department should be notified either via phone at (888) 950-9905, or online at www.coronavirus-sd.com. The notification should list the following information: 1) The name of the person reporting, 2) the Charter School name and district, 3) the Charter School address, 4) your position at the Charter School. For the individual diagnosed with COVID-19, the notification should list the individual's: 1) Name, 2) date of birth, 3) contact information (phone number and email), 4) the individual's last date on the Charter School campus, and 5) any additionally relevant comments.

- For Los Angeles County Charter School locations: The Charter School will report all school-related COVID-19 cases online through the Shared Portal for Outbreak Tracing (SPOT):httpss://spot.cdph.ca.gov/s/?language=en_US. If there are multiple cases to report, schools can submit their reports using the "Bulk Upload Template" located within the SPOT portal. All case notifications should be submitted within 1 business day of being notified of the case. Schools that need assistance on COVID-19 case reporting or other exposure management processes can call the TK-12 School COVID-19 Case Reporting Call Center, Monday through Friday from 8:00 AM to 5:00 PM at (833)707-0319.

- For Orange County Charter School locations: Contact the Orange County Public Health Department via phone at 714-834-8180, or via email at epi@ochca.com.

o Notify all staff and families in the school community of any positive COVID-19 case while maintaining confidentiality as required by state and federal laws.

o Close off areas used by any sick person and do not use before cleaning and disinfection.

o Investigate the COVID-19 illness and exposures and determine if any work-related factors could have contributed to risk of infection.

o Update protocols as needed to prevent further cases in accordance with CDPH Guidelines ("Responding to COVID-19 in the Workplace").

14

- Implement communication plans for exposure at school and potential school closures in the event of an outbreak or other necessary circumstances, to include outreach to students, parents, teachers, staff and the community.
- Include information for staff regarding labor laws, California Supplemental Paid Sick Leave, emergency paid sick leave and extended family and medical leave pursuant to the FFCRA, information regarding Disability Insurance, Paid Family Leave and Unemployment Insurance, as applicable to schools.
- Maintain regular communications with the local public health department.
- If the school site must be closed for in-person instruction, develop a contingency plan for continuity of education using independent study. Independent study shall include all of the following:
  - Confirmation or provision of access for all students to connectivity and devices adequate to participate in the educational program and complete assigned work;
  - Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction;
  - Academic and other supports designed to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with exceptional needs, students in foster care or experiencing homelessness, and students requiring mental health supports;
  - Special education, related services, and any other services required by a student's individualized education program, with accommodations necessary to ensure that individualized education program can be executed in an independent study learning environment;
  - Designated and integrated instruction in English language development for English learners, including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning;
  - Providing synchronous instruction as required by law.
    - "Synchronous instruction" means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher and pupil. Synchronous instruction shall be provided by the teacher of record for that pupil pursuant to Section 51747.5.
      - For TK/K-3 opportunities must occur daily.

15

o For 4-8 opportunities must occur weekly along with daily live interaction.

o For 9-12 opportunities must occur weekly.

o Can be classroom style, designated small group, or one-on-one.

o The "teacher of record for that pupil" pursuant to Section 51747.5 is the assigned supervising teacher who must be an employee. There is not more than one supervising teacher.

- Charter School will document each pupil's participation in synchronous instruction.
- Continuing to provide school meals.

o Provide guidance to parents, teachers and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.

o If the COVID-19 case was present on the Charter School campus, the individual must be excluded from campus for at least 5 days from COVID-19 symptom onset, or if asymptomatic, 5 days from the date the specimen was collected for the positive COVID-19 test, as detailed below.

- **Outbreak**. In the event of an outbreak or cluster at a Charter School:

o The Charter School CTF and COVID-19 Compliance Officer will work closely with local county public health officials, timely provide all required information, and otherwise comply with all CDPH and local guidance regarding outbreaks.[4]

o The COVID-19 Compliance Officer for MSA Los Angeles campuses will immediately call the LACDPH at (833) 707-0319 or submit an online report at https://spot.cdph.ca.gov/s/?language=en_US.

o The Charter School will notify students, families, employees, and stakeholders that the Charter School and local public health department are investigating a cluster and/or outbreak. The notice will encourage all stakeholders to follow public health recommendations.

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[4] In the event of an outbreak, all Charter School locations will comply with guidance titled "Management of Outbreaks of COVID-19," issued by the LAC DPH. This protocol can be found at: http://publichealth.lacounty.gov/media/Coronavirus/docs/education/EMPSupplement_K12Schools.pdf. In the event that other state or local guidance provides more stringent outbreak protocol, the Charter School will comply with such protocol.

16

o The Charter School will additionally notify all stakeholders if the school is to be closed for 14 days due to widespread and/or ongoing transmission of COVID-19 at the school or in the general community.

o The Charter School will identify absenteeism among those in affected classes and coordinate with the LHD to contact these absentees to screen for symptoms of COVID-19 if they were exposed to a case during the case's infectious period.

o Limit visitors to the affected Charter School campus, except for those that are essential to the Charter School's mission. Law Enforcement Personnel (Sheriff and Police), Fire, Medical, Emergency, or government employees who are responding to, working at, or inspecting the facility will be allowed to access the Charter School campus.

o Discontinue all non-essential in-person group activities at the Charter School Campus during the outbreak.

o Identify absenteeism among affected classes and contact those absentees to screen for COVID-19 symptoms.

6. Exposure Management Policy: Close Contacts, Tracing, and Quarantine. Preventing and minimizing the spread of COVID-19 within the Charter School Community requires a sound policy for managing exposure to infected individuals. The Charter School will follow the exposure management provisions of the "COVID-19 Exposure Management Plan Guidance in TK-12 Schools," promulgated by the LAC DPH as well as "COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year" promulgated by the CDPH, and other local counties. In the event that this protocol is updated so that it materially conflicts with the measures laid out in this Policy, the Charter School will follow the updated protocol; otherwise, the following measures shall be followed:

- **Contact Tracing**. Upon discovery of a confirmed case on campus, the COVID-19 Compliance Task Force will conduct contact tracing by utilizing either Group Tracing or Individual Contact Tracing to identify individuals who had "Close Contacts" with the confirmed case during his or her infectious period. Beginning July 1, 2022, only Individual Contact Tracing may be used at MSA 2, 3, 4, 6, and 8.

- "**Close Contact**" is defined as spending a total of fifteen minutes or more over a 24-hour period in the same indoor airspace as a confirmed case during the confirmed case's infectious period (two days before symptom onset until clearance from isolation, or, for asymptomatic cases, from two days before their first positive test until clearance from isolation).

  o In Los Angeles County, close contacts occurring in "large indoor airspaces," may be limited to 1) those in a pre-defined or identifiable group (e.g. teammates, club members,

17

cohort, etc.) or 2) those within 6 feet of the infected person for 15 minutes or more over a 24-hour period.

- o If a Los Angeles County campus utilizes the 6-ft definition of close contact, it must still issue an exposure notification to all who qualify as close contacts under the "same airspace" definition, and must issue a strong recommendation to those individuals to (1) monitor for symptoms; (2) wear a highly-protective mask around others indoors; and (3) test with an FDA-authorized viral COVID-19 test within 3-5 days since the last date of exposure.

- o Persons with an outdoor exposure at school are not considered close contacts.

- o For Los Angeles Campuses: when notifying any individual that they are a close contact of a positive case, the COVID-19 Compliance Officer will provide that individual with a copy of the LACDPH Public Health Emergency Quarantine Order. Notifications that an individual is a close contact will also contain all messages required to be included pursuant to the LACDPH K-12 Exposure Management Plan guidance.

- o All MSA campuses will maintain classroom seating charts to facilitate future identification of close contacts.

- o In the event of notice of potential exposure,[5] with regards to its employees, the Charter School will follow all steps set forth in its Injury and Illness Prevention Program COVID-19 Addendum.

- **"Highly Protective Mask."** In some circumstances, masking is required in response to exposure to a confirmed case or following isolation. LAUSD defines this to mean masks that are well-fitting, non-cloth masks of multiple layers with a nose wire, or cloth masks that meet American Society for Testing and Materials (ASTM) standards for high filtration efficiency (ASTM F3502-Level 2) or have a particle filtration efficiency of at least 95%. More information can be found on the Los Angeles County Department of Public Health's website: http://publichealth.lacounty.gov/acd/ncorona2019/masks/.

- **Individual Contact Tracing.** Schools will notify students who spent more than a cumulative total of 15 minutes (within a 24-hour time period) within 6 feet of a confirmed case during their period of infectiousness. The COVID-19 Compliance Task Force for each campus shall

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[5] Notice of potential exposure means any of the following: (a) notification from a public health official or licensed medical provider that an employee was exposed to a qualifying individual at the worksite; (b) notification from an employee, or their emergency contact, that the employee is a qualifying individual; (c) notification through the Charter School's testing protocol that the employee is a qualifying individual; or (d) notification from a subcontracted employer that a qualifying individual was on the school site. (Labor Code § 6409.6, subd. (d)(3).)

18

conduct contact tracing investigation by conducting interviews, reviewing seating charts and class schedules, and other means necessary to fully investigate possible exposures.

- o Pursuant to LAUSD exposure protocols, Individual Tracing shall be used for investigating ==all== close contacts, ==beginning July 1, 2022.==
- **Group Tracing.** ==Beginning July 1, 2022,== MSA 2, 3, 4, 6, and 8 ==may no longer== use the group Tracing approach to contact tracing for students. MSA SD shall use Group Tracing for student exposures in the school setting and individual notification for employee exposures and student exposures outside of the school setting. All other MSA campuses shall have the option to utilize either group tracing or individual contact tracing to track exposures among students or employees, as follows:
  - o Schools will notify students who spent more than a cumulative total of 15 minutes (within a 24-hour time period) in a shared indoor airspace (e.g., classroom) with someone with COVID-19 during their period of infectiousness.
    - ▪ Notification should occur to "groups" of exposed students (e.g., classmates, teammates, cohorts, etc.) rather than contact tracing to identify individual "close contacts" (e.g., those within 6 feet).
    - ▪ Notifications should be provided to all individuals considered exposed, including those who are vaccinated and/or recently infected.
  - o Exposed students, regardless of COVID-19 vaccination status or prior infection, are strongly encouraged to be tested for COVID-19 with at least one diagnostic test obtained within 3-5 days after last exposure. Any FDA-approved antigen diagnostic test, PCR diagnostic test, or pooled PCR test is acceptable for evaluation of an individual's COVID-19 status. Individuals who have been recently infected should use antigen testing.
  - o Exposed Students who participate in testing may continue to take part in all aspects of K-12 schooling, including sports and extracurricular activities, unless they develop symptoms or test positive for COVID-19.
  - o All exposed students, regardless of vaccination status or previous infection, are strongly recommended to remain fully masked indoors and outdoors, unless actively eating or drinking, when around other through day 10 from their last exposure date. Eating and drinking should occur distanced from others. Exposed students will also need to remain masked at all times during sports and extracurricular activities.
    - ▪ Students are strongly encouraged but not required to mask following an exposure.
- **Exposure Notification.**

19

- o Notification can be done using an individual notification or group notification method where individuals are notified of their exposure and advised of actions to take, such as testing requirements to remain on campus, in keeping with public health guidance on exposure and quarantine responses.
- o School will strongly recommend testing for all students, employees, and visitors in close contact with the confirmed COVID-19 case.

- **Quarantine Procedures.**
  - o *MSA 1, 5, and 7 Employees* are not required to quarantine provided they remain asymptomatic, and 1) monitor for symptoms, 2) wears a highly protective mask around others indoors for 10 days from exposure, except when eating or drinking; 3), and tests negative using an FDA-authorized viral COVID-19 test on Day 3-5 from exposure. Asymptomatic employees who were previously infected with COVID-19 in the last 90 days are not required to quarantine and are exempt from testing but must mask around others indoors for 10 days after last exposure.
  - o *MSA 2, 3, 4, 6, and 8 Employees*, regardless of booster status, can remain at work following exposure to a positive case as long as they monitor for symptoms and remain asymptomatic, wear a highly-protective mask at all times indoors (except when eating or drinking) for ten days following the last date of exposure, and test negative with a rapid test within 3-5 days after last date of exposure. Employees who have had a positive COVID-19 test in the past 90 days are exempt from testing.
  - o *MSA SA Employees* are not required to quarantine provided they remain asymptomatic, and 1) monitor for symptoms, 2) wears a highly protective mask around others indoors for 10 days from exposure, except when eating or drinking; 3), and tests negative using an FDA-authorized viral COVID-19 test on Day 3-5 from exposure. Asymptomatic employees who were previously infected with COVID-19 in the last 90 days are not required to quarantine and are exempt from testing but must mask around others indoors for 10 days after last exposure.
  - o *MSA SD Employees*, regardless of vaccination status, may remain at work so long as they do not have symptoms, test negative on Day 3-5 from their last exposure, and wear a well-fitting mask indoors around others for at least 10 days following the date of last exposure. Employees who are a close contact with a household member can also remain at work if they do not have symptoms, with testing immediately upon learning that they are a close contact, and on Day 3-5 after the COVID-positive household member completes their isolation period.
  - o *MSA 1, 5, and 7 Students*, regardless of vaccination status, may remain on campus following exposure so long as they 1) remain asymptomatic and monitor for symptoms,

20

2) wear a highly protective mask around others indoors, except when eating or drinking, for 10 days from exposure, and 3) test with an FDA-authorized viral COVID-19 test within 3-5 days after last exposure.

- *MSA 2, 3, 4, 6, and 8 Students*, regardless of vaccination status, can remain at school following exposure to a positive case as long as they monitor for symptoms and remain asymptomatic, wear a highly protective mask at all times indoors (except when eating or drinking) for ten days following the last date of exposure, and test negative with a rapid test within 3-5 days of last exposure. Students who have had a positive COVID-19 test within the last 90 days are exempt from testing.

- *MSA SA Students*, regardless of vaccination status, may remain on campus following exposure so long as they 1) remain asymptomatic and monitor for symptoms. It is strongly recommended that student close contacts test within 3-5 days after last exposure, unless they have had COVID-19 within the last 90 days.

- **MSA SD Students**, regardless of vaccination status, may remain on campus so long as they 1) remain asymptomatic and monitor for symptoms, and 2) test negative for COVID-19 between Day 3-5 from last exposure. Students who have had COVID-19 within the last 90 days do not need to test.

- *MSA 2, 3, 4, 6, and 8 Quarantine Guidelines for Household Close Contacts*

  Individuals who are continuously exposed at home to a household member who has tested positive can remain at school or work as long as they monitor for symptoms and remain asymptomatic, wear a highly protective mask at all times indoors (except when eating or drinking) for ten days after the last date of exposure to the positive household member while infectious, and test negative within 3-5 days after last date of exposure to the positive household member while infectious. Individuals are exempt from testing if they have recovered from a confirmed positive COVID-19 test in the past 90 days. If household close contact is symptomatic, they should test immediately, and if negative, test again on Day 5 from the positive household member's first day of isolation. If the second test result is negative and the individual has been fever-free for 24 hours without using fever-reducing medications and has improved symptoms, they can return on Day 6. The individual must mask at all times indoors at school/work for a full 10 days after last exposure.

7. Sanitizing/hygiene materials and practices:

- The Charter School will develop plans and routines to ensure that students and staff wash or sanitize hands frequently, including upon arrival to campus, after using the restroom, after

21

playing outside and returning to the classroom, before and after eating, and after coughing or sneezing.

- Staff will teach and reinforce proper handwashing technique, avoiding contact with one's eyes, nose, and mouth, using a tissue to wipe the nose, and covering coughs and sneezes.
- The Charter School shall make soap, tissues, no-touch trashcans, face coverings, water and paper towels or dryers for hand washing available. Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application. Soap products marketed as "antimicrobial" are not necessary or recommended.
- Trash cans will be placed near restroom doors and students and staff will be instructed to use a paper towel to prevent touching the handle with their hands.
- A restroom will need to be dedicated for individuals in the isolation area. This restroom must be cleaned and sanitized before other occupants may use it.
- If handwashing stations near classrooms are not practicable, and to facilitate use by students and staff as needed, the Charter School shall make available fragrance-free alcohol-based hand sanitizer that is at least sixty percent (60%) ethyl alcohol. (Note: frequent handwashing is more effective than the use of hand sanitizers). This hand sanitizer will be made available to both students and staff at all strategic locations throughout the Charter School Campus.
- The Charter School will not use hand sanitizer with isopropyl alcohol as the main ingredient.
- Children under age 9 should only use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.
- Children under age 9 should only use hand sanitizer under adult supervision. Hand sanitizer will also not be left out in the open in classrooms for students under the age of 9.
- The Charter School shall place posters conspicuously that encourage hand hygiene to help stop the spread of COVID-19.
- Employees should visit the CDC's coughing and sneezing etiquette and clean hands webpage for more information.

8. Routine cleaning and disinfecting: The Charter School will maintain a high level of cleanliness throughout the year to help reduce the risk of exposure to and spread of COVID-19 at the school site. In general, cleaning once a day is usually enough to sufficiently remove potential virus that may be on surfaces. Disinfecting (using disinfectants on the U.S. Environmental Protection Agency COVID-19 list) removes any remaining germs on surfaces, which further reduces any risk of spreading infection.

- Custodial staff will perform routine and thorough cleaning once per day, and when students are not present. When cleaning, the space will be aired out before children arrive.
- Routine cleaning practices include, but are not limited to:

22

- o Using everyday janitorial cleaning supplies and disinfectants for surfaces as floors, tables, desks, counters, sinks, toilets, and other hard-surfaced furniture and equipment;
  - o Dusting hard surfaces;
  - o Damp wiping of hard surfaces to ensure they are free of debris;
  - o Wet mopping of floors;
  - o Vacuuming carpets and mats.
- Health Office areas, including the general health office, isolation area, and quarantine area, may require more frequent cleaning and rapid response, as needed.
- Student restrooms will be services at least twice a day and will be fully cleaned and disinfected using electrostatic equipment by the night cleaning crew once per day.
- The Charter School will clean and disinfect areas commonly visited by staff no less than once per day during operating hours and implement a schedule for such cleaning and disinfecting. These areas include, but are not limited to: Break rooms, restrooms, lobbies, classrooms, laboratories, nurse's office, counseling and student support areas, staff offices, and cafeterias.
- The Charter School will clean high touch areas in staff breakrooms at least once per day.
- Cleaning and Disinfection after a Confirmed Case on Campus:
  - o If an individual confirmed to have COVID-19 was on campus, the Charter School will complete enhanced cleaning and disinfection procedures in the spaces occupied by the confirmed COVID-19 case.
  - o Employees completing this cleaning must wear a mask and gloves at all times and will refer to Material Safety Data Sheets or follow the instructions on the chemical labels.
  - o When disinfecting, the Charter School will use an EPA-registered disinfectant that is approved for emerging pathogens.
  - o Custodians will focus on immediate areas occupied by the confirmed COVID-19 case.
  - o Custodians will clean and disinfect:
    - ▪ All non-porous surfaces in the ill occupant's space/office, as well as on shared equipment (like tablets, touch screens, keyboards, remote controls) in bathrooms and shared spaces used by the ill person. Cleaning and disinfection will also focus on high-touch surfaces (e.g. desk, table, hardbacked chair, doorknob, light switch, handle, computer, keyboard, mouse, telephones).
    - ▪ On porous surfaces (e.g., carpets, chairs) in the confirmed COVID-19 case's space or office, custodians will remove visible contamination, clean with appropriate cleaners, and disinfect with a liquid/spray indicated for use on the material.
  - o The space(s) where the confirmed COVID-19 case was present may be reoccupied once these cleaning and disinfection procedures have been completed.

23

- The Charter School will ensure proper ventilation during all cleaning and disinfecting. Staff are encouraged to introduce fresh outdoor air as much as possible, by opening windows where practicable.
- The Charter School will comply with CDPH Guidance on Ventilation of Indoor Environments and Ventilation and Filtration to Reduce Long-Range Airborne Transmission of COVID-19 and Other Respiratory Infections: Considerations for Reopened Schools to the greatest extent practicable for each facility.
- All frequently touched surfaces in the workplace, such as chairs, desks, tables, keyboards, telephones, handrails, light switches, sink handles, restroom surfaces and door handles, will be routinely cleaned.
- Staff will be trained as appropriate in the chemical hazards, manufacturer's directions, and Cal/OSHA requirements for safe and correct application of cleaning and disinfectant agents in accordance with the Healthy Schools Act guidance from the California Department of Pesticide Regulation and Cal/OSHA.
- When choosing disinfecting products, the Charter School will use those approved for use against COVID-19 on the Environmental Protection Agency (EPA)- approved list "N" and require staff to follow product instructions. MSA-2, 3, 4, 6, and 8 will use disinfectants from the LAUSD's List of Approved Hand Sanitizers and Disinfectants.
  - To reduce the risk of asthma and other health effects related to disinfecting, the Charter School will select disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid) as recommended by the US EPA Design for Environment program.
  - The Charter School will avoid products that contain peroxyacetic (peracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.
  - Staff shall follow label directions for appropriate dilution rates and contact times.
  - The Charter School will establish a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.

Subject to available resources, disposable disinfecting wipes shall be made available so that employees can wipe down commonly used surfaces (e.g., doorknobs, keyboards, remote controls, desks, other work tools and equipment) before each use. Disinfectant wipes and sprays will be kept away from students.

9. Facility measures: The Charter School will incorporate CDE guidance measures for maintaining a healthy facility, to include some or all of the following:

24

- Maintenance staff will regularly inspect and test ventilation systems and fans to confirm they operate properly and will increase circulation of outdoor air as much as possible by opening windows and doors and other methods.
- Windows and doors should not be opened if doing so poses a safety or health risk by exacerbating seasonal allergies or asthma symptoms.
  o The Charter School will consider alternatives, such as increased central air filtration (targeted filter rating of at least MERV 13) if opening windows poses a safety or health risk to persons using the facility.
- HVAC systems will be set to maximize indoor/outdoor air exchanges unless outdoor conditions (recent fire, high outdoor temperature, humidity, and pollen levels) make this inappropriate.
- If an HVAC system becomes nonoperational, additional ventilation should be provided with the use of fans or relocating classes until repairs are completed.
- The COVID-19 isolation and quarantine areas should be outdoors when feasible to maximize ventilation and minimize exposures to COVID-19 infection. Under no circumstances should an isolation or quarantine area be in a room without a functioning HVAC system.
- Maintenance staff will ensure that all water systems and features (e.g., drinking fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.
- Consider installing additional temporary handwashing stations at all school entrances and near classrooms to minimize movement and congregation in bathrooms.
- Consider installing privacy boards or clear screens to increase and enforce separation between staff and students.

10. **Extracurricular Activities:**
- All extracurricular activities operated by or supervised by school personnel or occurring on a school site, whether or not occurring during school hours, will be undertaken in compliance with this policy and all required public health measures applicable to K-12 schools. This applies to sports, band, chorus, clubs, and other similar activities and organizations. All MSA campuses will operate and supervise extracurricular activities in compliance with the latest California Department of Public Health K-12 guidance and any other relevant state or county guidance on sports and extracurricular activities.
- MSA Los Angeles sports programs will observe all required elements of the most updated version of the Los Angeles County Department of Public Health's "COVID-19 Exposure Management Plan Guidance, Youth Recreational Sports Programs" and the Los Angeles

25

County Department of Public Health's "Protocol for Organized Youth Sports: Appendix S" in addition to any future binding guidance applicable to K-12 youth sports programs.

- o Each Los Angeles campus's COVID-19 Compliance Officer shall fulfill the duties of the COVID-19 Organized Youth Sports Program Compliance Officer, as those duties are described in LACDPH's sports-related COVID-19 guidance.
- o Each Los Angeles campus's COVID-19 Compliance Officer shall ensure that the required LACDPH youth sports exposure management protocols are followed in accordance with current guidance.
- o Each Los Angeles campus's COVID-19 Compliance Officer shall ensure that all mandatory testing required by the LACDPH's youth sports guidance is conducted in accordance with current guidance.

- All MSA extracurricular programs will keep updated rosters of all participating students and staff to facilitate identification of close contacts.

- Indoor mask use remains an effective layer in protecting against COVID-19 infection and transmission, including during sports, music, and related activities, especially activities with increased exertion and/or voice projection, or prolonged close face-face contact. Accordingly:
  - o Masks are strongly recommended indoors at all times for teachers, referees, officials, coaches, and other support staff.
  - o Masks are strongly recommended indoors for all spectators and observers.
  - o Masks are strongly recommended indoors at all times when participants are not actively practicing, conditioning, competing, or performing. Masks are also strongly recommended indoors while on the sidelines, in team meetings, and within locker rooms and weight rooms.
  - o When actively practicing, conditioning, performing, or competing indoors, masks are strongly recommended by participants even during heavy exertion, as practicable. Individuals using instruments indoors that cannot be played with a mask (e.g., wind instruments) are strongly recommended to use bell coverings and maintain a minimum of 3 feet of physical distancing between participants. If masks are not worn (or bell covers are not used) due to heavy exertion, it is strongly recommended that individuals undergo screening testing at least once weekly, unless they had COVID-19 in the past 90 days. An FDA-authorized antigen test, PCR test, or pooled PCR test is acceptable for evaluation of an individual's COVID-19 status.

26

11. Use of Face Coverings: The Charter School will follow CDPH, CDE and CDC guidance and state and local health orders on the use of face coverings. All staff are encouraged to review the CDPH and CDC guidance on cloth face coverings; face coverings must be used in accordance with CDPH Guidance and this Policy unless a person is subject to exemption.

- All MSA students are strongly recommended but no longer required to wear a face mask when indoors at any Charter School Campus building, bus, or other enclosed space. Individuals must still wear masks when entering a Nurse's office, COVID-19 testing site, symptom and wellness check area, isolation or quarantine area, or other medically sensitive area.

- Staff who return to work from isolation after having COVID-19 must wear a highly-protective mask around others, except when eating or drinking, for the full 10 days from onset of symptoms or, if asymptomatic, from the first positive COVID-19 test.

- Students who return to school from isolation after having COVID-19 are strongly recommended to wear a highly-protective mask around others, except when eating or drinking, for a full 10 days from onset of symptoms or, if asymptomatic, from the first positive COVID-19 test.

- Students and employees are required to wear a highly protective mask at all times in a LACDPH-designated outbreak setting (e.g., individuals who are part of the specific classroom or group involved in the outbreak must wear masks).

- No person at any MSA campus can be prevented from wearing a mask as a condition of participation in an activity or entry into the school site unless wearing a mask would pose a safety hazard.

- Face masks—to the extent they are required—are required without regard to vaccination status.

- Face masks and face shields, if required, may be removed for meals, snacks, naptime, showers, or outdoor recreation, or when needing to be replaced. When any type of face covering is temporarily removed, it should be placed in a clean paper bag (marked with the student's name and date) until it needs to be put on again.

- The Charter School will provide face coverings for students and staff who lose their face coverings or forget to bring them to school.

- Employees should wear a clean face mask to work every day if still required to wear one.

- Employees are expected to teach and reinforce proper use of face coverings, and in limited circumstances, face shields.

- The Charter School will post signs regarding the need for, proper use, removal, and washing of face coverings and shall educate students, particularly younger elementary school students, on the rationale and proper use of face coverings.

27

- When pedagogically necessary, Teachers still subject to an indoor face mask requirement may use clear plastic face shields with an appropriate seal (cloth covering extending from the bottom edge of the shield and tucked into the shirt collar) or transparent masks in certain limited situations in the classroom to enable students to see their faces and avoid potential barriers to phonological instruction as long as the wearer maintains physical distance from others to the extent practicable. Staff must return to wearing their normal surgical-grade face covering at all other times, unless otherwise exempted.

- The Charter School will evaluate any employee's request for accommodation from the Charter School's facial covering policy/requirement pursuant to the MPS Employee Handbook and applicable law for all lawfully recognized accommodations. Employees requesting an accommodation from the facial covering policy/requirement must provide appropriate documentation and contact human resources.

- Per Los Angeles County Department of Health Guidance, employees based in Los Angeles County who are granted exemptions from wearing a mask while indoors must undergo COVID-19 testing at least twice per week, unless the employee provides proof of full vaccination against COVID-19 and proof of receipt of any vaccine booster to which the employee is eligible.

- <u>Accommodations for students</u>:
  o Pursuant to CDPH Guidance on the use of face masks, individuals with a medical condition, mental health condition, or disability that prevents wearing a mask are to be accommodated with an exemption from mask wearing. This includes those who are hearing impaired as well as those who communicate with the hearing impaired.
  o If a student cannot wear a mask due to a medical condition, mental health condition, or disability, he or she should wear the next most effective alternative that can be tolerated, such as a transparent face shield with a cloth draping sealing the bottom.
  o Parents/guardians who believe their student may need an accommodation from the Charter School's facial covering policy and requirement should contact the Charter School principal.
  o Upon receipt of appropriate documentation, the Charter School will evaluate requests for accommodation and determine what, if any accommodations the Charter School can provide.
  o Assessment of whether a medical condition, mental health condition, or disability warrants a mask accommodation is a medical determination that must be made by a physician, nurse practitioner, physician assistant. Self-attestation and parental

28

> attestation for mask exemptions due to the aforementioned conditions do not constitute medical determinations.
>
> o Students exempted from wearing a mask or face shield, where they are still required, are strongly encouraged to be vaccinated against COVID-19 and to receive boosters when eligible and to be tested for COVID-19 at least twice a week. If a student is exempt from wearing any type of face covering and is not vaccinated, the Charter School shall implement physical distancing and other isolation measures to the greatest degree feasible.

12. Use of Gloves and Personal Protective Equipment: The Charter School is no longer required by emergency public health orders to require the use of gloves and personal protective equipment. Any employee or student who wishes to wear gloves and/or personal protective equipment beyond the required facial coverings may do so, provided that they dispose of them safely and appropriately and do not wear gloves or personal protective equipment of a type or in a manner that interferes with their ability to perform their duties. Upon request, the Charter School will provide gloves, a protective gown, and/or a well-fitting medical grade mask to any employee dealing with sick children, performing cleaning or disinfection, or when otherwise working indoors in close contact with others or when there is heightened likelihood of contact with respiratory secretions or other bodily fluid.

13. Support for Students at Increased Risk of Becoming Infected or Unrecognized Illness. Pursuant to state and local health guidance, the Charter School has developed the following measures to mitigate the risk of COVID-19 to vulnerable student groups:

- The Home Office COVID-19 Response Team or designee will review student health plans, including 504 Plans, to identify students who may need additional accommodations to minimize potential exposure.
- The Home Office COVID-19 Response Team or designee will develop a process for engaging families for potentially unknown concerns that may need to be accommodated.
- The Charter School will identify additional preparations for classroom and non-classroom environments as needed to ensure the safety of students at increased risk of becoming infected or having unrecognized illness. Persons who might be at increased risk of becoming infected or having unrecognized illness include the following:
  - o Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
  - o Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and

29

- o Individuals who may not be able to communicate symptoms of illness.
- The Charter School is prepared for opening to provide Free Access to Public Education ("FAPE") in the least restrictive environment ("LRE") for each student. All students with disabilities will receive services according to their IEP. In accordance with IDEA, it is critical to reinforce the understanding that students receiving special education services, or 504 accommodations are general education students first. Balancing the educational needs with the health and well-being of students and staff is our top priority.
- Every child and adolescent with a disability is entitled to FAPE and is entitled to special education services based on their individualized education program (IEP). The Charter School continuously review and problem solve to balance safety and service needs. In order to provide the required level of safety, systems, processes and service delivery models have been reviewed. Adherence to social distancing guidelines will be followed as feasible except for instances when the services outlined in a specific IEP call for closer proximity. This will be evaluated on a case-by-case basis. For example, additional provision of PPE supplies to staff (gloves, gowns, face shields and Plexiglas dividers) who are required to deliver hand-over-hand instruction or hygiene service needs for students.
- Evaluations and Timelines:
  - o All IDEA/ADA compliance timelines will be followed on schedule and in accordance with IDEA/ADA regulations. IEP Team meetings and 504 meetings that were missed due to the March school facility closures will be rescheduled and conducted as soon as possible, if not already conducted. All IEP team meetings and 504 meetings will be conducted virtually until the use of school facilities return to normal operations.
- Services:
  - o The IDEA allows for flexibility in determining how to meet the individualized needs of students receiving special education services. State guidelines for the delivery of special education and related services will be implemented while protecting the health and safety of students as well as the individuals providing the services.
  - o If a student is unable to access their education in person due to medical or other circumstances, including the inability to wear a face covering, alternative means of delivering these services will be provided.
  - o The Charter School will provide appropriate protective equipment relative to the responsibilities of all Support Service Staff and disability needs.
  - o All Staff and students will receive training on the appropriate use of PPE and healthy hygiene practices that are proven to mitigate the spread of COVID-19.
- The Charter School will identify additional preparations for classroom and non-classroom environments as needed to ensure the safety of students at increased risk of becoming infected

30

or having unrecognized illness. Persons who might be at increased risk of becoming infected or having unrecognized illness include the following:

- o Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
- o Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
- o Individuals who may not be able to communicate symptoms of illness.

14. COVID-19 Vaccination Policy for Employees. The Charter School has adopted the following COVID-19 employee vaccination policy ("Employee Vaccination Policy"). The purpose of this Employee Vaccination Policy is to protect the health, safety, and well-being of all Charter School employees, students, families, and stakeholders to the maximum extent possible, and to facilitate a safe and meaningful return to in-person instruction. The Charter School drafted this policy in compliance with all applicable federal and state laws, including guidance from the Equal Employment Opportunity Commission ("EEOC"), Centers for Disease Control and Prevention ("CDC"), the California Department of Public Health ("CDPH"), and local health authorities.

- Pursuant to the California "State Public Health Officer Order of August 11, 2021," ("Order") all employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on any MSA -1, 5, Santa Ana, and San Diego campuses must either provide the School with proof of COVID-19 vaccination status or test for COVID-19 at least once per week. For employees, this directive is a condition of both employment and continued employment.
- Pursuant to the LAUSD's August 13, 2021 communication entitled "COVID-19 Vaccination Requirement for Employees and Other Adults Working at District Facilities," all employees, contractors, and other adults providing services at any District-owned school site must be fully vaccinated against COVID-19 no later than October 15, 2021. This directive is a condition of both employment and continued employment. **This policy applies to MSA-2, 3, 4, 6, and 8**.
- Pursuant to the LAUSD's December 16, 2021 communication entitled "Charter School COVID-19 Vaccination Compliance Certification Regarding Employees and/or Other Adults Providing Services to or for the Charter School on Any Site Including Non-District Property Occupied by Any District Authorized Charter School," the LAUSD employee vaccine mandate will apply to all LAUSD-authorized charter schools, whether on District-property or not. **This policy applies to MSA-7**.
  - o Under this policy, all employees of LAUSD-authorized schools, as well as all other adults who provide services to or for the Charter School, must become fully vaccinated against COVID-19 by June 30, 2022.

31

- o Unlike LAUSD's employee vaccine mandate for charter schools located on District-owned campuses, this policy permits the school to grant reasonable accommodations from vaccination to employees and other adults providing services at the school.

- o No employee or other adult providing services to MSA 7 will be permitted on campus if they have not either become fully vaccinated against COVID-19 or received an accommodation from MSA-7 by June 30, 2022.

- o MSA-7 shall prepare and carry a process for fielding requests for exemptions and shall establish in writing how its reasonable accommodation process is aligned with the goal of protecting the health and safety of all students, staff, and the school community against the threat of COVID-19.

- o Employees and adults providing services at MSA-7 who need an exemption from vaccination must contact the MSA-7 Compliance Task Force and the HR Department as soon as possible if they need an exemption from vaccination.

- o Furthermore, pursuant to this policy, MSA 7 must be prepared to provide LAUSD with any and all documents/records demonstrating that it is monitoring its employees and other adults who provide services to or for the Charter School and otherwise relating to the Charter School's compliance with LAUSD requirements.

- **Proof of COVID-19 Vaccination**:
  - o Consistent with applicable law, the Charter School will only accept the following forms of proof of COVID-19 vaccination:
    - COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control & Prevention or WHO Yellow Card) which includes name of person vaccinated, type of vaccine provided and date last dose administered); OR
    - A photo of a Vaccination Record Card as a separate document; OR
    - A photo of the client's Vaccination Record Card stored on a phone or electronic device; OR
    - Documentation of COVID-19 vaccination from a health care provider; OR
    - Digital record that includes a QR code that when scanned by a SMART Health Card reader displays to the reader client name, date of birth, vaccine dates and vaccine type; OR
    - Documentation of vaccination from other contracted employers who follow these vaccination records guidelines and standards.
  - o Any MPS employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on any MPS campus who either fails to provide proof of

32

COVID-19 or provides proof of vaccination that is not consistent with the above-referenced acceptable forms of proof will be deemed unvaccinated.

o Employees may their submit proof of COVID-19 vaccination to the MPS Human Resources Department.

o The Charter School will securely maintain the confidentiality of employee COVID-19 vaccination data in strict compliance with all applicable legal authority.

- **COVID-19 Employee Testing**:
  o Pursuant to the Order, all MPS employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on any MSA-1, 5, 7, Santa Ana, and San Diego campuses who are either unvaccinated or incompletely vaccinated must undergo COVID-19 testing at least once per week.

  o Previous history of COVID-19 from which the individual recovered more than ninety (90) days earlier, or a previous positive antibody test for COVID-19, do not waive this requirement for testing.

- **Accommodations**: Employees may request an accommodation from COVID-19 vaccinations and/or COVID-19 testing due to a medical issue or sincerely held religious belief, practice or observance that may prevent an employee from vaccinating or testing for COVID-19. Upon receiving a request for accommodation from COVID-19 testing and/or vaccinations, the Charter School will engage in the interactive process and determine what, if any accommodations can be provided. However, the Charter School may not be required to provide an employee with an accommodation, should it result in a direct threat to health and safety at the School or to the employee or if the accommodation will cause an undue hardship for the School, among other reasons.

- **Compliance Period**:
  o Employees at the MSA -1, 5, Santa Ana, and San Diego campuses must submit proof of COVID-19 vaccination to the Charter School before October 15, 2021. Such employees who fail to submit proof of COVID-19 vaccination before this date will be deemed unvaccinated and must be required to test for COVID-19 at least once per week. On or after October 15, 2021, employees to fail to test for COVID-19 will be deemed in non-compliance with this policy, absent an approved, legally recognized accommodation from such testing.

  o Employees at MSA-2, 3, 4, 6, and 8 campuses must submit proof of COVID-19 vaccination to the Charter School before October 15, 2021. Such employees who fail to submit proof of COVID-19 vaccination before this date will be deemed in non-compliance with this policy, absent an approved, legally recognized accommodation from such testing.

33

- o Employees at MSA-7 must submit proof of vaccination to the Charter School by June 30, 2022.
- **Non-Compliance**:
  - o Any employee deemed to be in non-compliance with this policy may be subject to disciplinary action, up to and including termination from at-will employment.
  - o The Charter School reserves the right to refuse entry to campus to any volunteer, vendor, contractor other adult supporting Charter School functions, should they fail to comply with the proof of vaccination and testing directives as stated in this Policy.
- All employees who have not yet vaccinated should do so outside of working hours. Employees who demonstrate they are unable to get vaccinated outside working hours may use either COVID-19 Supplemental Paid Sick Leave or accrued sick leave for time spent attending a COVID-19 vaccination appointment. In such cases, employees must consult with their supervisors regarding the best time to be excused to receive the vaccine and are responsible for arranging coverage during their absence to get vaccinated, if applicable.
- Employees who experience symptoms related to a COVID-19 vaccine that prevent the employee from being able to work or telework may be entitled to COVID-19 Supplemental Paid Sick Leave, if available and upon request.
- The Charter School will not discriminate, harass, or retaliate against any employee for receiving the COVID-19 vaccine or for electing not to receive the COVID-19 vaccine. However, the School reserves the right to appropriately discipline an employee for non-compliance with this policy, consistent with applicable law.
- As public health and legal guidance regarding COVID-19 vaccinations evolves, the Charter School reserves the right to revise this Employee Vaccination Policy. Upon any revision to this Employee Vaccination Policy, the Charter School will provide immediate notice in writing to all employees.
- Employee with any questions regarding the Charter School's Employee Vaccination Policy may contact Human Resources Department at hr@magnoliapublicschools.org.

15. COVID-19 Vaccination Policy for Students. The Charter School has adopted the following COVID-19 student vaccination policy ("Student Vaccination Policy"). The purpose of this Student Vaccination Policy is to protect the health, safety, and well-being of all Charter School employees, students, families, and stakeholders to the maximum extent possible. The Charter School drafted this policy in compliance with all applicable federal and state laws, including guidance from the Centers for Disease Control and Prevention ("CDC"), the California Department of Public Health ("CDPH"), and local health authorities.

34

- Pursuant to the directive of the Los Angeles Unified School District, all students of MSA-2, 3, 4, 6, 7, and 8 who are eligible to receive COVID-19 vaccination must be vaccinated against COVID-19 by the first day of the 2023-24 school year, unless medically exempted, or they will not be permitted on campus. At this time, the Student Vaccination Policy applies only to students at MSA-2, 3, 4, 6, 7, and 8.

- **Proof of Vaccination**.
    - o Vaccination status can only be proven by one of the following methods acknowledged by the California Department of Public Health:
        - COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control and Prevention or WHO Yellow Card) which includes the name of the person vaccinated, type of vaccine provided and date last dose administered; OR
        - A photo of a Vaccination Record Card as a separate document; OR
        - A photo of the client's Vaccination Record Card stored on a phone or electronic device; OR
        - Documentation of COVID-19 vaccination from a health care provider; OR
        - Digital record that includes a QR code that when scanned by a SMART Health Card reader display to the reader client name, date of birth, vaccine dates and vaccine type.

- **Parental Consent**.
    - o Parent/guardian consent is required for vaccination of students 12-17 years of age.
    - o A student consent form is available at the Daily Pass Portal at https://DailyPass.lausd.net and is included to be filled out as part of the process of making an appointment to receive COVID-19 vaccination from the Los Angeles Unified School District.
    - o Parents/guardians may be present at, but will not be required to attend, their child's appointment to receive a COVID-19 vaccination from the Los Angeles Unified School District.

- **Compliance Requirements**.
    - o To provide proof of vaccination, parents/guardians must upload adequate documentary proof of vaccination to the Daily Pass system and ensure that the information appears in the "Vaccinations" tab of their student's Daily Pass. Students vaccinated by the Los Angeles Unified School District do not need to submit their vaccination record, as it will be automatically updated following receipt of the vaccine.

35

- o At this time, the Pfizer-BioNTech COVID-19 vaccine is the only vaccine approved for individuals aged 12 to 17. Students who are 18 or older may also use the Johnson & Johnson or Moderna vaccine to satisfy the vaccination requirement.
  - o To meet the deadlines imposed by the Los Angeles Unified School District for student vaccination, students aged 12+ should receive their first dose of the Pfizer-BioNTech vaccine no later than 5 weeks prior, and second shot no later than two weeks prior, to the vaccination requirement deadline. To meet the vaccination deadline, students aged 18+ should receive the single dose of the Johnson & Johnson vaccine no later than two weeks prior to the vaccination deadline. And, to meet the deadline using the Moderna vaccine, students should receive their first shot no later than 6 weeks prior to their deadline with their second shot coming no later than two weeks prior to the vaccination requirement deadline.
- **Exemptions and Conditional Admissions**.
  - o Parents/guardians may apply for exemptions from the COVID-19 vaccine requirements only for medical reasons. The medical exemption process must be followed with the completion of the *Student Medical Exemption to the COVID-19 Vaccine* form and its submission via the Daily Pass portal.
  - o Students who are not in compliance by the deadline may be conditionally admitted if they are in one of the following groups: 1) foster youth, 2) experiencing homelessness, 3) migrant, 4) military family, or 5) has an IEP.
  - o There are no religious or personal belief exemptions to the Student Vaccination Policy. Because this Student Vaccination Policy is implemented at the directive of the Los Angeles Unified School District, the Charter School cannot grant exemptions outside of those granted through the District's Daily Pass process.
- MSA 2, 3, 4, 6, 7, and 8 students who fail to comply with the Student Vaccination Policy by the first day of Fall Semester 2023, will be excluded from physically entering campus.
- MSA 2, 3, 4, 6, and 8 students will still be required to comply with all COVID-19 testing frequencies mandated by the Los Angeles Unified School District without regard to vaccination status.

16. Communications to the Charter School Community: The Charter School will keep families, staff, and the community informed, engaged, and in touch as the new school year begins, by implementing the following communications measures:

- The Charter School will engage with families and staff to develop strategies to prepare and respond to the COVID-19 emergency, including guidelines for families about when to keep students home from school and other topics.

36

- Communications will include a process for engaging families for potentially unknown concerns that may need to be accommodated.
- Prior to the start of the school year, the Charter School will communicate to staff, students, and parents about new, COVID-19-related protocols, including:
  - Proper use, removal and washing of face coverings.
  - Screening practice.
  - How COVID-19 is spread.
  - COVID-19 specific symptom identification.
  - Preventing the spread of COVID-19 if you are sick, including the importance of not coming to work if staff members have symptoms, or if they or someone they live with has been diagnosed with COVID- 19, including pertinent isolation and quarantine policies.
  - Local community testing sites and options for obtaining COVID-19 testing from private medical providers, including any testing arranged by the Charter School.
  - Guidelines for employees regarding COVID-19 specific symptom identification and when to seek medical attention.
  - Guidelines for families about when to keep students home from school.
  - Systems for self-reporting symptoms.
  - Criteria and plan to close schools again for physical attendance of students.
  - Changes in Charter School extracurricular, academic, and meal programs to help prevent the spread of COVID-19.
  - Contact information at the Charter School for students who may have been exposed to COVID-19.
  - Charter School contact information if a student has COVID-19 symptoms or may have been exposed to COVID-19.
- The Charter School will provide information to parents and guardians regarding this Policy and related guidance, along with the safety measures that will be in place in indoor and outdoor settings with which parents and guardians must comply.
- This Policy will be posted at all public entrances to the Charter School campus.
- The Charter School will develop a communications plan for implementation if the school has a positive COVID-19 case in accordance with CDPH and CDE guidelines.

The MPS CEO/Superintendent is authorized to implement changes or additions to this policy in order to ensure compliance or consistency with new or revised orders or guidance from local, county, state or federal authorities ("Agencies"), to take any and all actions consistent with orders and guidance from the Agencies that is not specifically addressed by this policy, and to

37

ensure compliance with the Charter School's charter petition. The MPS CEO/Superintendent shall provide the Board with regular updates as to actions taken pursuant to this section.

38

Appendix

Site Specific Planning Form

This document has been included to align with the Los Angeles Unified School District's ("LAUSD")'s COVID-19 Containment, Response and Control Plan ("Containment Plan"). Pursuant to the LAUSD's Containment Plan, the LAUSD is requiring all Los Angeles Unified schools complete this form, along with the pre-filled versions of the Los Angeles County Department of Public Health COVID-19 Reopening Protocols for K-12 Schools: Appendices T1 and T2 documents.

School Name: _____

Date Last Revised: _____

School Address: _____

Location Code: _____

School Phone Number: _____

Campus Density

- Approximate Square Footage open: _____
- Maximum Student Capacity: _____
- Maximum Number of Staff with physical distancing: _____
- Total Number of Students Enrolled: _____
- 25% of Total Number of Students Enrolled: _____
- In-person class size is limited to: _____
- ➤ The **maximum** number of students & staff permitted on campus at any one time to ensure no more than 25% of total student body and to maximize physical distancing is:

Specialized Services for defined subgroups of children (T1)			
Enter the estimated total number of students that will return per grade (if none, enter 0)			
TK:	3:	5:	9:
K:	4:	6:	10:
1:	5:	7:	11:
2:	6:	8:	12:
Estimated total number of administrators, teachers, and other employees on campus supporting resumption of all permitted in-person services for students:_____			

39

Services

The Grab & Go Food Center located closest to this school is at:

- School Name:_____

- Address_____

The COVID-19 Test Center located closest to this school is at:

- School Name:_____

- Address:_____

School COVID-19 Compliance Task Force

Name	Job Title	Role
	(Principal)	Leader
		COVID-19 Compliance Officer
	(School Administrative Assistant)	Attendance Monitor
	(Plant Manager)	Cleaning/Disinfecting Operations
	(School Nurse)	Exposure Management Advisor
		Health Office Manager
		Data Collection Manager

Health Office Set-up and Staff

Type of Health Office	Indoor vs. Outdoor	Location	Staff Person(s)	Alternate	Runner
General Health Office (Non-COVID)					
Isolation Area (Recommended Outdoors)					
Quarantine Area					

School Communications

40

The following information was sent to parents/students prior to the start of in-person services: (check all that apply)	
☐ Isolation and quarantine policies as they apply to students who have symptoms or may have been exposed	☐ Options for COVID-19 testing if the studentor a family member has symptoms or exposure to COVID-19
☐ Changes in school meals to avert risk	☐ Required use of face coverings
☐ How to conduct a symptom check before students leave home for school	☐ Changes in academic and extracurricular programs to avert risk
☐ Importance of student compliance with physical distancing and infection control policies	☐ Who to contact at the school if students have symptoms or may have been exposed
☐ School policies concerning parent visits to school and advisability of contact the school remotely	☐ Importance of providing up-to-date emergency contact information, including multiple parent contact options

41

INJURYAND ILLNESS PREVENTION PROGRAM ("IIPP") COVID-19 ADDENDUM

California employers are required to establish and implement an Injury and Illness Prevention Program (IIPP) to protect employees from all worksite hazards, including infectious diseases.

Charter School has adopted this addendum to accommodate reopening school for in-person instruction in accordance with the COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year from the California Department of Public Health ("CDPH"). This document additionally complies with the temporary Cal/OSHA regulations issued June 18, 2021, which require a "written COVID-19 prevention plan." Resumption of in-person instruction presumes that the Charter School has complied with all applicable legal and public health requirements. Charter School and worksite administrators should coordinate with state and local health officials to obtain timely and accurate information about the level of disease transmission in the local community before resuming any on-site work practices. Local conditions will influence the decisions that public health officials make regarding community-level strategies.

This addendum contains three parts. Part one contains background information regarding COVID-19, including known symptoms, emergency warning signs and high-risk factors. Part two provides guidelines for implementation of a COVID-19 Infection Control Plan, which includes short-term measures to implement while COVID-19 remains endemic in states and communities. Part three contains measures to maintain a healthy workforce until herd immunity in the population is achieved or the global incidence of COVID-19 comes under control.

Background

In November 2019, a novel coronavirus (SARS-CoV-2) was discovered in Wuhan, China, which was found to cause a viral respiratory illness (coronavirus disease 2019, or "COVID-19") leading to severe injury and death in certain populations, particularly elderly persons and persons with underlying health conditions.

Updated on 03/01/2022

COVID-19 was declared a pandemic by the World Health Organization on March 11, 2020. In response to the COVID-19 Pandemic, public health officers in many states and counties ordered all individuals to stay home or at their place of residence (i.e., "Shelter in Place"), except as needed to maintain continuity of operations of certain critical infrastructure sectors. Across the nation, public schools and most other government offices and private businesses were closed in order to slow the spread of the coronavirus in the community. Many states and localities have now commenced phased reopening or already reopened.

In 2020, the CDC identified the following symptoms of COVID-19, which typically appear within 2-14 days after exposure to the virus:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

The CDC also recommends that, if a person shows any of the following emergency warning signs, * he or she should seek emergency medical care immediately:

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

*Please note that this is not a complete list of all possible symptoms. Anyone experiencing any other symptoms that are severe or concerning should contact a medical provider.

Certain people are at higher risk for severe illness from COVID-19, including:

- People 65 years and older
- People who live in a nursing home or long-term care facility
- People of all ages with underlying medical conditions, particularly if not well controlled, including:
  - People with chronic lung disease or moderate to severe asthma
  - People who have serious heart conditions
  - People who are immunocompromised
    - Many conditions can cause a person to be immunocompromised, including cancer treatment, smoking, bone marrow or organ transplantation, immune

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==Updated on 03/01/2022==

deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications
o   People with severe obesity (body mass index [BMI] of 40 or higher)
o   People with diabetes
o   People with chronic kidney disease undergoing dialysis
o   People with liver disease

Decisions to resume operations should be based on both the level of disease transmission in the community and the capacity to protect the safety and health of staff and students at each school site.

COVID-19 Infection Control Plan

Before resuming normal or phased school activities after a Shelter in Place order is lifted, prepare and implement a COVID-19 preparedness, response, control and prevention plan (i.e., COVID-19 Infection Control Plan). Federal, state, and local public health communications must be monitored to keep up with information available about COVID-19 regulations, guidance, and recommendations, to ensure that workers have access to the timeliest information.

1. **Design, implement, update and maintain a COVID-19 Infection Control Plan:**

The overall goal of the COVID-19 Infection Control Plan is to decrease the spread of COVID-19 and lower the impact of the disease in the workplace. This includes the following objectives:

- Prevent and reduce transmission among employees;
- Maintain healthy school operations; and
- Maintain a healthy work environment.

All site administrators should implement and update as necessary a control plan that:

- Is specific to your workplace;
- Identifies all areas and job tasks with potential exposures to COVID-19; and
- Includes control measures in this policy to eliminate or reduce such exposures

COVID-19 Infection Control Plans should consider that employees may be able to spread COVID-19 even if they do not show symptoms, which is a source of anxiety in the workforce, particularly among higher-risk individuals. Therefore, it is important to have discussions with workers about planned changes and seek their input. Additionally, collaboration with workers to effectively communicate important COVID-19 information.

2. **Adjust operations to slow the spread:**

- Employees who have COVID-19 symptoms should notify their supervisor and stay home as directed.
- Sick employees should follow CDC-recommended steps for self-quarantine. Employees should not return to work until the criteria to discontinue home isolation are met, in consultation with their supervisor, local health departments and healthcare providers.

Updated on 03/01/2022

- Employees who appear to have symptoms upon arrival at work or who become sick during the day should immediately be separated from other employees, students, and visitors, and sent home.
- Adopt a procedure for the safe transport of an employee who becomes sick while at work. The employee may need to be transported home or to a healthcare provider.
- Employees who are well but who have a sick family member at home with COVID-19 should notify their supervisor and follow CDC-recommended precautions.
- If implementing in-person health checks, conduct them safely and respectfully. If the Charter School conducts screening indoors at the workplace, the employer shall ensure that face coverings[1] are used during screening by both screeners and employee, and if temperatures are measured, that non-contact thermometers are used.
- Follow guidance from the Equal Employment Opportunity Commission regarding confidentiality of medical records from health checks.
- To prevent stigma and discrimination in the workplace, make employee health screenings as private as possible. Do not make determinations of risk based on race or country of origin or any other protected characteristics and be sure to maintain confidentiality of each individual's medical status and history.

3. **Conduct a Workplace Hazard Assessment:**

The purpose of a hazard assessment of the workplace is to identify where and how workers might be exposed to COVID-19 at work. Combinations of controls from the hierarchy of controls are used to limit the spread of COVID-19 (see Controls Table in Appendix A). These include engineering controls, workplace administrative policies, and personal protective equipment (PPE) to protect workers from the identified hazards.

- Conduct a thorough hazard assessment to determine if workplace hazards are present, or are likely to be present, and determine what type of controls are needed for specific job duties, including:
  o Evaluating potential workplace exposures which employees or other persons at the Charter School campus may encounter.
  o Evaluating places where Charter School employees or others may congregate on campus, such as hallways, bathrooms, and break rooms. This includes an evaluation of employees' potential workplace exposure to all persons at the workplace or who may enter the workplace, including coworkers, students, employees of other entities, members of the public, customers or clients, and independent contractors. During this evaluation, the Charter School will also consider how employees and other persons enter, leave, and travel through the workplace, in addition to addressing stationary work locations.
  o Reviewing and incorporating all applicable federal, state, and local public health

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[1] Cal/OSHA defines "face coverings" as "a surgical mask, a medical procedure mask, a respirator worn voluntarily, or a tightly woven fabric or non-woven material of at least two layers (i.e., fabrics that do not let light pass through when held up to a light source) that completely covers the nose and mouth and is secured to the head with ties, ear loops, or elastic bands that go behind the head. If gaiters are worn, they shall have two layers of fabric or be folded to make two layers... A face covering is a solid piece of material without slits, visible holes, or punctures, and must fit snugly over the nose, mouth, and chin with no large gaps on the outside of the face. A face covering does not include a scarf, ski mask, balaclava, bandana, turtleneck, collar, or single layer of fabric. This definition includes clear face coverings or cloth face coverings with a clear plastic panel that, despite the non-cloth material allowing light to pass through, otherwise meet this definition and which may be used to facilitate communication with people who are deaf or hard-of-hearing or others who need to see a speaker's mouth or facial expressions to understand speech or sign language respectively."

Updated on 03/01/2022

guidance related to COVID-19, as well as any other industry-specific guidance.
o From time to time, evaluate existing COVID-19 health and safety measures to determine whether additional or different measures are necessary.
o Periodically conduct inspections to identify any potential COVID-19 unhealthy conditions, work practices, procedures, and to ensure compliance with all COVID-19 health and safety measures.
o Encouraging employees and their exclusive representative, if any, to participate and assist the Charter School in identifying and evaluating potential COVID-19 workplace hazards. The School will do so by:
  • The School will consult with employees' exclusive representatives and coordinate a virtual safety meeting prior to the start of the school year.
  • In consultation with employees' exclusive representatives, the School will create a rotating team of employees to participate in hazard assessments on campus. These assessments will occur virtually to the greatest extent practicable. These assessments will occur prior to the start of the school year and on a as needed bases thereafter. All employees are encouraged to volunteer for participation in hazard assessments, and the School will rotate teams of employees, ensuring all groups of School personnel are equally represented to the greatest extent possible.
  • If employees and/or exclusive representatives have specific COVID-19 hazard concerns, they may contact the school site principals (Chief Compliance Officer) to discuss such concerns, who may be reached at:

Updated on 03/01/2022

School Name	School Site Principal	Phone Number
Magnolia Science Academy-1	Brad Plonka	818-609-0507
Magnolia Science Academy-2	David Garner	818-758-0300
Magnolia Science Academy-3	Zekeriya Ocel	310-637-3806
Magnolia Science Academy-4	Musa Avsar	310-473-2464
Magnolia Science Academy-5	Ali Kaplan	818-705-5676
Magnolia Science Academy-6	James Choe	310-842-8555
Magnolia Science Academy-7	Meagan Wittek	818-886-0585
Magnolia Science Academy-8	Jason Hernandez	323-826-3925
Magnolia Science Academy-Santa Ana	Steven Keskinturk Maria Czerner-Rowell	714-479-0115
Magnolia Science Academy-San Diego	Gokhan Serce	619-644-1300
MPS Home Office	Suat Acar	213-628-3634

- If a hazard assessment reveals any potential COVID-19 hazards, the Charter School will immediately act to correct the hazard. The school site principal (Chief Compliance Officer) will be responsible for responding to and correcting any potential COVID-19 hazards.
- When engineering and administrative controls cannot be implemented or are not fully protective:
  - Determine what PPE is needed for each workers' specific job duties,
  - Select and provide appropriate PPE to the workers at no cost, and

Updated on 03/01/2022

o   Train their workers on its correct use.

4.   Take action if an employee is suspected or confirmed to have COVID-19 infection:

Current Cal/OSHA Regulations
- Effective immediately, upon one (1) "COVID-19 case"[2] in the workplace, the Charter School will:
  - o   Investigate the COVID-19 case, determine the day and time the COVID-19 case was last present on the Charter School campus, the date of the positive test and/or diagnosis, and the date the case has one (1) or more COVID-19 symptoms, if any.
  - o   Investigate whether other Charter School employees or any other third parties may have had close contacts exposure[3] by evaluating the activities of the COVID-19 case at the Charter School campus during the infectious period[4] of the COVID-19 case.
  - o   Give notice of potential exposure, within one (1) business day, and without revealing any personal identifying information[6] of the COVID-19 case, and in the manner the Charter School normally uses to communicate employment-related information, to:
    - § 1) All employees who were on the premises at the same worksite as the COVID-19 case during the high-risk exposure period, and their authorized representatives, if any, and
    - § 2) Independent contractors and other employers on the premises at the same worksite as the COVID-19 case during the high-risk exposure period.
  - o   Make COVID-19 testing available at no cost, during paid time to all Charter School employees who had close contacts exposure in the workplace.
  - o   Provide all employees who had close contacts exposure in the workplace with information regarding:
    - § 1) COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws. This includes any benefits available under legally mandated sick and vaccination leave, if applicable, workers' compensation law, local governmental requirements, Charter School leave policies as well as any leave guaranteed by contract and/or Cal/OSHA;

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[2] Cal/OSHA regulations define a "COVID-19 case" as a person who: 1) has a positive COVID-19 test, or 2) has a positive COVID-19 diagnosis from a licenses health care provider; or 3) is subject to a COVID-19 related order to isolate issued by a local health department or state health official, or 4) has died due to COVID-19, in the determination of a local health department or per inclusion in the COVID1-9 statistics of a county.

[3] "Close contact" is defined by Cal/OSHA as "being within six feet of a COVID-19 case for a cumulative total of 15 minutes or greater in any 24-hour period within or overlapping with the currently applicable CDPH definition of the infectious period of a COVID-19 case, unless close contact is defined by regulation or order of the CDPH, in which case the CDPH definition shall apply.

[4] "Infectious period" means the following time period, unless otherwise defined by CDPH regulation or order, in which case the CDPH definition applies: 1) For COVID-19 cases who develop COVID-19 symptoms, from two days before they first develop symptoms until all of the following are true: it has been 10 days since symptoms first appeared 24 hours have passed with no fever, without the use of fever-reducing medications; and symptoms have improved; 2) For COVID-19 cases who never develop COVID-19 symptoms, from two days before until 10 days after the specimen for their first positive test for COVID-19 was collected.

[6] All personally identifying information related to COVID-19 cases or those will COVID-19 symptoms shall be kept confidential. However certain information may be provided to public health authorities, as required by law.

Updated on 03/01/2022

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COVID-19 Vaccination Status¶
¶
Consistent with Cal/OSHA regulations and applicable law, the School must impose different health and safety requirements, depending on an employee's COVID-19 vaccination status. Cal/OSHA defines an individual as fully vaccinated when "the employer has documented:¶
¶
A person's status two weeks after completing primary vaccination with a COVID-19 vaccine with, if applicable, at least the minimum recommended interval between doses in accordance with the approval authorization, or listing that is:¶
Approved or authorized for emergency use by the FDA;¶
Listed for emergency use by the World Health Organization (WHO); or¶
Administered as part of a clinical trial at a U.S. site, if the recipient is documented to have a primary vaccination with the active (not placebo) COVID-19 vaccine candidate, for which vaccine efficacy has been independently confirmed (e.g., by a data and safety monitoring board) or if the clinical trial participant at U.S. sites had received a COVID-19 vaccine that is neither approved nor authorized for use by FDA but is listed for emergency use by WHO; or¶
A person's status two weeks after receiving the second dose of any combination of two doses of a COVID-19 vaccine that is approved or authorized by the FDA, or listed as a two-dose series by the WHO (i.e., a heterologous primary series of such vaccines, receiving doses of different COVID-19 vaccines as part of one primary series.) The second dose of the series must not be received earlier than 17 days (21 days with a 4-day grace period) after the first dose."¶
¶
As a result, to forego any potential COVID-19 health and safety restrictions, such as exclusion/quarantine periods, some COVID-19 testing and other directives, employees must provide the Charter School with proof of COVID-19 vaccination or complete a COVID-19 vaccination status attestation. Employees who are either unvaccinated or who decline to provide the Charter School with proof of COVID-19 vaccination or attest to their COVID-19 vaccination status will be considered unvaccinated, and must comply with all health and safety directives, as stated in this policy.¶

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- 2) Potential COVID-19 exclusion pay eligibility, if applicable.
  - o Investigate the potential that workplace conditions contributed to the risk of COVID-19 exposure, as well as remedial steps that could have been taken to reduce the risk of COVID-19 exposure.

- Effective immediately, and pursuant to current Cal/OSHA regulations:
  - o Employers shall review current CDPH guidance for persons who had close contacts, including any guidance regarding quarantine or other measures to reduce transmission. Employers shall develop, implement, and maintain effective policies to prevent transmission of COVID-19 by persons who had close contacts.
  - o For employees excluded from work for quarantine, employers shall continue and maintain an employee's earnings, wages, seniority, and all other employee rights and benefits, including the employee's right to their former job status, as if the employee had not been removed from their job. Employers may use employer-provided employee sick leave for this purpose to the extent permitted by law. Wages due under this subsection are subject to existing wage payment obligations and must be paid at the employee's regular rate of pay no later than the regular pay day for the pay period(s) in which the employee is excluded. Unpaid wages owed under this subsection are subject to enforcement through procedures available in existing law. If an employer determines that one of the exceptions below applies, it shall inform the employee of the denial and the applicable exception.
  - o Charter School employees with confirmed COVID-19, regardless of vaccination status, previous infection, or lack of symptoms, must be excluded from campus until:
    - At least five days have passed from the date that COVID-19 symptoms began, or, if the person does not develop COVID-19 symptoms, from the date of the first positive COVID-19 test.
    - At least 24 hours have passed since a fever of 100.4 degrees Fahrenheit or higher has resolved without the use of fever reducing medications; and
    - A negative COVID-19 test from a specimen collected on the fifth day or later is obtained; or, if unable to test or the employer chooses not to require a test, 10 days have passed from the date that COVID-19 symptoms began or, if the person does not develop COVID-19 symptoms, from the date of first positive COVID-19 test.
    - If an individual's COVID-19 symptoms are not resolving, they may not return to work until 1) At least 24 hours have passed since a fever of 100.4 degrees Fahrenheit or higher has resolved without the use of fever-reducing medication, and 2) Symptoms are resolving or 10 days have passed from when the symptoms began.
    - Regardless of vaccination status, previous infection, or lack of COVID-19 symptoms, a COVID-19 case shall wear a face covering in the workplace until 10 days have passed since the date that COVID-19 symptoms began, or, if the person did not have COVID-19 symptoms, from the date of their first positive test.
    -
  - o When an order to isolate, quarantine, or exclude an employee is issued by a local or state health official, the employee shall not return to work until the period of isolation or quarantine is completed or the order is lifted even if the order exceeds the specified

Updated on 03/01/2022

Deleted: <#>Consistent with Cal/OSHA legal authority, the Charter School will not offer the above-referenced testing nor provide the above referenced information to employees with close contacts exposure, if the exposed employee has remained free of COVID-19 symptoms, for ninety (90) days after the initial onset of COVID-19 symptoms or, for COVID-19 cases who never developed symptoms, for ninety (90) days after the first positive test.¶

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Deleted: es who are exposed to a positive case and are unvaccinated or vaccinated and booster-eligible but have not yet received their booster dose:¶
These employees must be excluded from the workplace for at least 5 days after their last close contact with a person who has COVID-19.¶
Exposed employees must test on Day 5.¶
Quarantine can end and exposed employees may return to the workplace after Day 5 if symptoms are not present and a diagnostic specimen collected on Day 5 or later tests negative.¶
If an employee is unable or chooses not to test and does not have symptoms, quarantine can end and the employee may return to the workplace after Day 10.¶
Employees must wear face coverings around others for a total of 10 days after exposure, especially in indoor settings.¶
If an exposed employee tests positive for COVID-19, they must follow the isolation requirements below.¶
If an exposed employee develops symptoms, they must be excluded pending the results of a test.¶
Employees are strongly encouraged to get fully vaccinated and boosted.¶
Employees who are vaccinated and eligible for a booster but not boosted do not need to quarantine if they remain asymptomatic, wear a face covering around others for a total of 10 days from exposure, and test negative within 3-5 days from last exposure.

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They test on Day 5 with a negative result, and¶
They wear face coverings around others for 10 days after exposure, especially in indoor settings;¶
If employees develop symptoms, they must be excluded pending the results of a test. If employees test positive, they must follow isolation recommendations above.¶

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Isolation can end and employees may return to the workplace after Day 5 if symptoms are not present or are resolving, and a diagnostic specimen collected on day 5 or later tests negative.¶
If an employee is unable or chooses not to test and their symptoms are not present or are resolving ... [1]

exclusion requirements here and in the ETS or CDPH recommendation.
  - o Employees excluded from campus due to close contact COVID-19 exposure may be entitled to salary continuation during the applicable exclusion period. The Charter School will provide employees with California COVID-19 Supplemental Paid Sick Leave or emergency paid sick leave pursuant to the Families First Coronavirus Response Act ("FFCRA"), if available, during this period. If an employee is not eligible for California COVID-19 Supplemental Paid Sick Leave or otherwise has no such leave available, the Charter School may elect to provide paid sick leave during this period.
  - o Employees excluded from work due to close contact COVID-19 exposure are not entitled to salary continuation if either of the following applies:
    - § 1) If a COVID-19 case is not work-related pursuant to all applicable workers' compensation laws. However, the employee may still be eligible for California COVID-19 Supplemental Paid Sick Leave during this period or FFCRA leave; or
    - § 2) If an employee received disability payments or was covered by workers' compensation and received temporary disability.
- Effective immediately, and in the event of a confirmed COVID-19 case at the Charter School campus, the Charter School will notify the local public health department, as required by law.
- Effective immediately, upon notice any COVID-19-related serious illnesses or death[7] of an employee occurring in a place of employment or in connection with any employment, the Charter School will immediately report such information to Cal/OSHA. Notwithstanding the foregoing, for all Charter School campuses co-located on Los Angeles Unified School District campuses, Charter School will also comply with all requirements implemented by LAUSD related to testing and quarantining/isolation.

AB 685

Effective January 1, 2021, employers are required to provide certain notices in response to a "notice of potential exposure to COVID-19," in accordance with Labor Code section 6409.6. A "notice of potential exposure" means any of the following:

(a) Notification from a public health official or licensed medical provider that an employee was exposed to a qualifying individual at the worksite;
(b) Notification from an employee, or their emergency contact, that the employee is a qualifying individual;
(c) Notification through the school's testing protocol that the employee is a qualifying individual; or
(d) Notification from a subcontracted employer that a qualifying individual was on the schoolsite.

Upon receipt of a "notice of potential exposure," the Charter School must take the following actions within one (1) business day of the notice:

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[7] Pursuant to 8 CCR §330(h), "Serious injury or illness means any injury or illness occurring in a place of employment or in connection with any employment that requires inpatient hospitalization for other than medical observation or diagnostic testing, or in which an employee suffers an amputation, the loss of an eye, or any serious degree of permanent disfigurement."

Updated on 03/01/2022

(a) Provide a written notice to all employees who were on the premises in the same worksite[8] as the qualifying individual[9] within the infectious period[10] that they may have been exposed to COVID-19.[11]

(b) Provide a written notice to the exclusive representative, if any, of the above employees.[12]

(c) Provide all employees who may have been exposed and the exclusive representative, if any, with information regarding COVID-19-related benefits to which employees may be entitled under applicable federal, state, or local laws.

   ▪ Information regarding COVID-19-related benefits includes, but is not limited to, workers' compensation, and options for exposed employees, including California COVID-19 Supplemental Paid Sick Leave-related leave, emergency paid sick leave pursuant to the FFCRA, Charter School sick leave, state-mandated leave, or negotiated leave provisions, as well as antiretaliation and antidiscrimination protections applicable to employees.

(d) Notify all employees, and the employers of subcontracted employees and the exclusive representative, if any, on the disinfection and safety plan that the employer plans to implement and complete per the guidelines of the federal Centers for Disease Control.

Records of the above notices must be retained for a minimum of three (3) years.

Effective January 1, 2021, the school must also take the following responses in the event of a COVID-19 "outbreak," as defined by CDPH:

• Within forty-eight (48) hours, the Chief Executive Officer or designee shall notify the county public health department of the names, number, occupation, and worksite of employees who meet the definition of a qualifying individual.[13]

• The Chief Executive Officer of designee shall also report the address and NAICS code of the worksite where the qualifying individuals work.

• Additional notice will be provided of any subsequent laboratory-confirmed cases of COVID-19 at the worksite.

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[8] The "worksite" does not include buildings, or floors within multistory buildings, that a qualifying individual did not enter. If the Charter School operates multiple worksites, the school must only notify employees who worked at the same worksite as the qualified individual. (Labor Code § 6409.6, subd. (d)(5).)

[9] A "qualifying individual" means (a) a laboratory-confirmed case of COVID-19, as defined by the State Department of Public Health; (b) a positive COVID-19 diagnosis from a licensed health care provider; (c) a COVID-19-related order to isolate provided by a public health official; (d) died due to COVID-19, in the determination of a county public health department or per inclusion in the COVID-19 statistics of a county. (Labor Code § 6409.6, subd. (d)(4).)

[10] The "infectious period" means the time a COVID-19-positive individual is infectious, as defined by the State Department of Public Health. (Labor Code § 6409.6, subd. (d)(2).)

[11] Written notice must be provided in the same manner that the Charter School ordinarily uses to communicate employment-related information. Written notice may include, but is not limited to, personal service, email, or text message if it can reasonably be anticipated to be received by the employee within one business day of sending and shall be in both English and the language understood by the majority of the employees.

[12] Written notice to the exclusive representative must contain the same information as required in an incident report in a Cal/OSHA Form 300 injury and illness log unless the information is inapplicable or unknown to the school. This requirement does not apply if the school's employees do not have an exclusive representative.

[13] A "qualifying individual" means (a) a laboratory-confirmed case of COVID-19, as defined by the State Department of Public Health; (b) a positive COVID-19 diagnosis from a licensed health care provider; (c) a COVID-19-related order to isolate provided by a public health official; (d) died due to COVID-19, in the determination of a county public health department or per inclusion in the COVID-19 statistics of a county. (Labor Code § 6409.6, subd. (d)(4).)

Updated on 03/01/2022

Measures to Maintain Healthy Ongoing School Operations

1. **Identify a workplace coordinator.** The School Compliance Task Force Team will be responsible for COVID-19 issues and their impact at the workplace.

2. **Protect employees at higher risk for severe illness through supportive policies and practices.** Older adults and people of any age who have serious underlying medical conditions are at higher risk for severe illness from COVID-19. As a result, employees may request a legally recognized accommodation related to such conditions. While the School will work to provide reasonable accommodations where applicable, the School cannot guarantee the availability of any specific accommodations. Such accommodations could include, but are not limited to:
   - Options to telework, if available and reasonable.
   - Offer vulnerable workers duties that minimize their contact with students and other employees, if the worker agrees to this.
   - Offer flexible options such as telework to employees where available and reasonable to eliminate the need for employees living in higher transmission areas to travel to workplaces in lower transmission areas and vice versa.

3. **Communicate supportive workplace polices clearly, frequently, and via multiple methods.** Employers may need to communicate with non-English speakers in their preferred languages.

   - Train workers on how implementing any new policies to reduce the spread of COVID-19 may affect existing health and safety practices.
   - Communicate to any contractors or on-site visitors about changes that have been made to help control the spread of COVID-19. Ensure that they have the information and capability to comply with those policies.
   - Create and test communication systems that employees can use to self-report if they are sick and that you can use to notify employees of exposures and closures.
   - Communicate how employees may request medical or other legally recognized accommodations from mandatory conditions of employment or continued employment with the School. Employees who wish to request a legally recognized accommodation may contact human resources via email at hr@magnoliapublicschools.org.
   - Use a hotline or another method for employees to voice concerns anonymously. They may call the Home Office hotline line 213-293-7068. Consistent with the Employee Handbook and all applicable policies, the Charter School will not tolerate discrimination, harassment, or retaliation against any employee who reports COVID-19 symptoms or hazards.

4. **Face Coverings**

   - The Charter School will provide employees with face coverings and ensure they are worn by employees when required by orders from CDPH.
   - The Charter School will ensure that face coverings are clean and undamaged, and that they are worn over the nose and mouth. Face shields are not a replacement for face coverings, although they may be worn together for additional protection,

Deleted: <#>Until lifted, the CDPH has ordered that all persons in K-12 Schools, childcare and youth settings must wear a face covering at all times while indoors, regardless of vaccination status. Employees located in Los Angeles and Orange County campuses must be provided with and must wear surgical-grade face coverings.¶ Charter School employees at the Home Office—which is not a school site subject to the CDPH K-12 mask mandate—are permitted to forego indoor masking so long as the Charter School performs all verifications required under Section 4(c) of the current LACDPH Order of the Health Officer (2/23/2022). ¶

Deleted: <#>such

Deleted: <#>and ensure they are worn when indoors, in vehicles and elsewhere as required by the CDPH or local public health authorities. All employees except San Diego must wear surgical-grade face coverings indoors, unless eating or drinking.

- Employees <u>who are required to wear a face covering pursuant to state or local public health order</u> are not required to wear face coverings in the following situations:
  - 1) When an employee is alone in a room or vehicle,
  - 2) While eating or drinking at the workplace, provided employees are at least six (6) feet apart and outside air supply to the area, if indoors, has been maximized to the extent feasible possible,
  - 3) Employees wearing respirators required by the employer and used in compliance in accordance with all safety guidelines,
  - 4) Employees who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating with a hearing-impaired person,
  - 5) Specific tasks which cannot feasibly be performed with a face covering. This exception is limited to the time period in which such tasks are actually being performed.
- Employees exempted from wearing face coverings due to a medical condition, mental health condition, or disability shall wear an effective non-restrictive alternative, such as a face shield with a drape on the bottom, if their condition or disability permits it.
- The Charter School will not prevent an employee from wearing a face covering when not required by this Policy or applicable law, unless it would create a safety hazard, such as interfering with the safe operation of equipment.
- Even if face coverings are not required by Policy or applicable law, the Charter School will provide face coverings to any employee, upon request.
- The Charter School will implement measures to communicate to students and other non-employees the face coverings requirements on campus.

5. Respirators and PPE

- The Charter School will evaluate the need for personal protective equipment to prevent exposure to COVID-19 hazards, such as gloves, goggles, and face shields, and provide such personal protective equipment as needed.
- Upon request, the Charter School shall provide respirators for voluntary use to all employees who are working indoors or in vehicles with more than one (1) person. If any employees are voluntarily using such respirators, the Charter School will encourage their use and ensure employees are provided with the correct respirator size.

6. Engineering Controls

- To the maximum extent feasible, the Charter School will ensure maximize the quantity of outside air in buildings or by natural ventilation systems, except when the United States EPA Air Quality Index is greater than one hundred (100) for any pollutant, or if opening windows or doors would cause additional hazards to employees.
- Conducting bimonthly inspections of the HVAC system.
- To the extent feasible, the Charter School will increase the filtration efficiency of its existing ventilations systems to the highest level that is safely allowable.
- To the extent feasible, the Charter School will consider whether the use of portable or mounted High Efficiency Particulate Air ("HEPA") filtration units, or other air cleaning systems, would reduce the risk of COVID-19 transmission on campus.

Updated on 03/01/2022

Deleted: <#>If an employee is not wearing a face covering pursuant to any of the above-referenced five (5) exceptions, and is not wearing a face shield, the employee shall be at least six (6) feet away from all other persons while indoors, unless the employee is either fully vaccinated against COVID-19 and has received all boosters they are eligible to receive or tests for COVID-19 at least twice per week during paid time and at no cost to the employee. This exception must not be used as an alternative to the above-referenced face covering requirement, unless one of these five (5) exceptions apply.¶

Deleted: who are not fully vaccinated and

Deleted: <#>As noted above, Los Angeles and Orange County campuses employees are now required to wear surgical-grade face coverings.¶

7. **Limit Sharing of Tools, Equipment, and PPE**

- The Charter School will not allow any employees, students, or any other persons to share any form of PPE, including but not limited to: Gloves, facial coverings, masks, and goggles.
- To the maximum extent feasible, the Charter School will prohibit the sharing of tools and equipment, including: Phones, headsets, desks, keyboards, and writing materials. Where sharing is required, the School will follow all cleaning and disinfection procedures, consistent with this Plan.
- On any Charter Schools busses or other vehicles which are otherwise shared, the high touch points such as steering wheels, seatbelt buckles, armrests, and seats will be disinfected between uses, consistent with this Plan.

8. **COVID-19 Testing**:

- If an employee has COVID-19 symptoms, the Charter School will make COVID-19 testing available to such employees at no cost and during paid time.
- In the event of one (1) confirmed case on campus, the Charter School will make COVID-19 testing available at no cost, during paid time to all Charter School employees who had close contacts exposure in the workplace.
- In the event of one (1) COVID-19 case, an outbreak[14], or a major outbreak at the Charter School campus, the Charter School will make COVID-19 testing available during paid time to all employees who had close contacts exposure to COVID-19 in the workplace.
- In the event of a COVID-19 outbreak pursuant to Cal/OSHA regulations:
  - The Charter School will make COVID-19 testing available at no cost to its employees within the exposed group[15], during employees' paid time, except:
    - 1) employees who were not present at the Charter School campus during the relevant fourteen (14) day period, or
    - 2) employee who had COVID-19 within the last ninety (90) days.
  - After initially offering COVID-19 testing to all employees in an exposed group, the Charter School will make such testing available again one (1) week later.
  - After these first two (2) COVID-19 tests, the Charter School will make COVID-19 testing available once a week at no cost, during paid time, to all employees in the exposed group who remain at the workplace until there is no longer an outbreak.
- In the event of a "major COVID-19 outbreak,"[16] the Charter School will provide COVID-19 testing outlined above for outbreak situations, except that such testing will be made available

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[14] An outbreak is defined by Cal/OSHA occurs when "three or more employee COVID-19 cases within an exposed group . . . visited the workplace during their high-risk exposure period at any time during a 14-day period," and applies until there are "no new COVID-19 cases detected in the exposed group a workplace for a 14-day period."

[15] "Exposed group" is defined as "all employees at a work location, working area, or a common area at work, where an employee COVID-19 case was present at any time during the high-risk exposure period. A common area at work includes bathrooms, walkways, hallways, aisles, break or eating areas, and waiting areas," subject to limited exceptions.

[16] Cal/OSHA provides that a major outbreak occurs when "20 or more employee COVID-19 cases in an exposed group . . . visited the workplace during their high-risk exposure period within a 30- day period" and applies "until there are fewer than three COVID-19 cases detected in the exposed group for a 14-day period."

Updated on 03/01/2022

Deleted: <#>Give employees and students what they need to clean their hands and cover their coughs and sneezes:¶
¶
Provide tissues and no-touch trash cans.¶
Provide soap and water in the workplace. If soap and water are not readily available, use alcohol-based hand sanitizer that is at least 60% alcohol. Ensure that adequate supplies are maintained. All employees are encouraged to wash their hands frequently and will be provided ample time to do so. Employees should wash their hands for at least twenty (20) seconds each time.¶
To the extent feasible, dependent on a hazard assessment, and consistent with the Charter School's COVID-19 Health and Safety Plan, the Charter School will consider providing additional handwashing facilities.¶
Ideally, place touchless hand sanitizer stations in multiple locations to encourage hand hygiene.¶
Place posters that encourage hand hygiene to help stop the spread at the entrance to your workplace and in other workplace areas where they are likely to be seen. This should include signs for non-English speakers, as needed.¶
Direct employees to visit CDC's coughing and sneezing etiquette and clean hands webpage for more information.¶

Deleted: <#>Perform routine cleaning:¶
¶
Incorporate CDC Guidance for cleaning and disinfecting to develop, implement, and maintain a plan to perform regular cleanings to reduce the risk of exposure to COVID-19.¶
Routinely clean frequently touched surfaces in the workplace, such as workstations, keyboards, telephones, handrails, and doorknobs.¶
If surfaces are dirty, clean them using a detergent or soap and water before you disinfect them in accordance with Healthy Schools Act protocols.¶
For disinfection, most common, EPA-registered, household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA website. Follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method, and contact time).¶
Routine cleaning practices may also include, but are not limited to:¶
Using everyday janitorial cleaning supplies and disinfectants for surfaces as floors, tables, desks, counters, sinks, toilets, and other hard-surfaced furniture and equipment;¶
Dusting hard surfaces;¶
Damp wiping of hard surfaces to ensure they are free of debris;¶
Wet mopping of floors;¶
Vacuuming carpets and mats.¶
The Charter School will clean and disinfect areas commonly visited by staff no less than once per day during operating hours and implement a schedule for such cleaning and disinfecting. These areas include, but are not limited to: Break rooms, restrooms, lobbies, classrooms, laboratories, nurse's office, counseling and student support areas, staff offices, breakrooms, and cafeterias.¶   ... [2]

Deleted: , if such employees are not fully vaccinated against COVID-19.

to all employees, regardless of their COVID-19 vaccination status.

- Consistent with current Cal/OSHA regulations, the School will require certain frequencies of COVID-19 testing before allowing employees with COVID-19 exposure to return to campus.
- In the event that COVID-19 testing is mandated by Cal/OSHA regulations, all Charter School employees should be able to secure testing through their local county, free of charge and during working hours. The Charter School is currently working on arranging additional COVID-19 testing for all employees with a contracted testing vendor. As soon as more information is available, the Charter School will notify all employees as to further details.
- If COVID-19 is not mandated by Cal/OSHA regulations, but testing is otherwise needed, employees may procure testing, likely free of charge, through their local county or from their health provider.
- The Charter School reserves the right to require employees undergo additional frequencies of COVID-19 testing, consistent with applicable authority, and directives from public health authorities as well as the School's authorizer, regardless of an employee's COVID-19 vaccination status. Further information regarding applicable cadences for COVID-19 testing may be found in the MPS COVID-19 Health and Safety Policy.
- Any employees who have questions regarding COVID-19 testing may contact the MPS Human Resources Department at hr@magnoliapublicschools.org.

Record Keeping and Availability of Plan

- The Charter School will maintain records of the steps taking to implement this Plan for at least one (1) year, consistent with 8 CCR §3202(b).
- This Plan shall be made available at the workplace to all Charter School employees, authorized representatives, and Cal/OSHA representatives immediately upon request.
- The Charter School will track all COVID-19 cases, by keeping a record of the employee's name, contact information, occupation, location where the employee worked, the date of the last day at the workplace, and the date of a positive COVID-19 test. Medical information shall be kept confidential. The information shall be made available to employees, authorized employee representatives, or as otherwise required by law, with personal identifying information removed.

The CEO/Superintendent is authorized to implement changes or additions to this addendum in order to ensure compliance with new or revised orders or guidance from local, county, state or federal authorities ("Agencies") and/or the facts of a specific circumstance, and to take any and all actions consistent with orders and guidance from the Agencies that is not specifically addressed by this policy. The CEO/Superintendent shall provide the Board with regular updates as to actions taken pursuant to this section.

Updated on 03/01/2022

Appendix A

Controls Table

The following table presents examples of controls to implement in the workplace. The most effective controls are those that rely on engineering solutions, followed by administrative controls, then PPE. PPE is the least effective control method and the most difficult to implement. Worksites may have to implement multiple complementary controls from these columns to effectively control the hazard.

Engineering (Facilities and Equipment)
• Assess job hazards for feasibility of engineering controls   • Ensure ventilation and water systems operate properly

Administrative

Management and Communications
- Monitor state and local public health communications about COVID-19
- Require students who are ill to stay home
- Encourage sick workers to report symptoms, stay home, and follow CDC guidance
- Develop strategies to:
    - communicate with staff
    - manage staff concerns
- Remind staff of available support services
- Communicate to partners, suppliers, other contractors on policies and practices, including face covering requirements.
- Cancel group events
- Close/limit use of shared spaces
- Consider policies that encourage flexible sick leave and alternative work schedules.
- Schedule stocking during off-peak hours

Cleaning and Disinfection
- Clean and disinfect frequently touched surfaces, (e.g., counters, shelving, displays)
- Provide employees with disposable disinfectant wipes, cleaner, or sprays that are effective against the virus that causes COVID-19

Training

Provide employees with training on:
- Symptoms, emergency warning signs and high-factors for COVID-19
- Policies to reduce the spread of COVID-19
- The Charter School's COVID-19 procedures designed to protect employees from COVID-19 exposure and hazards, as well as how employees can participate in the identification and evaluation of potential COVID-19 hazards.
- Information regarding COVID-19 transmission, including that COVID-19 "is an infectious disease that can be spread through the air when an infectious person talks, vocalizes, sneezes, coughs, or exhales; as well as that COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth; as well as that infectious people may have no symptoms."
- COVID-19 related benefits under federal, state, and local law, including any potential benefits under current workers' compensation laws, California COVID-19 Supplemental Paid Sick leave, FFCRA, legally mandated sick and vaccination leave, workers' compensation law, the Charter School's leave policies, and any other rights by contract or collective bargaining agreement.

Updated on 03/01/2022

- Information regarding the fact that particles containing the virus can travel more than six (6) feet, especially indoors; and thus, why social distancing, face coverings, increased ventilation indoors, and respiratory protection decrease the spread of COVID-19 but are most effective when used in combination..
- General hygiene
- Cleaning and disinfection
- Cloth face coverings
- Use of PPE
- Safe work practices
- Stress management
- The Charter School's policies for providing respirators, and the right of employees who are not fully vaccinated to request a respirator for voluntary use, without fear of retaliation and at no cost to employees, including:
  - 1) How to properly wear the respirator provided; and
  - 2) How to perform a seal check according to the manufacturer's instructions each time a respirator is worn, and the fact that facial hair interferes with a seal.
- Proper use of face coverings and the fact that face coverings are not respiratory protective equipment. COVID-19 is an airborne disease. N95s and more protective respirators protect the users from airborne disease while face coverings primarily protect people around the user.
- Information on the Charter School's COVID-19 policies; how to access COVID-19 testing and vaccination; and the fact that vaccination is effective at preventing COVID-19, protecting against both transmission and serious illness or death.
- The conditions under which face coverings must be worn at the workplace and that face coverings are additionally recommended outdoors for people who are not fully vaccinated if six (6) feet of distance between people cannot be maintained. Employees can request face coverings from the employer at no cost to the employee and can wear them at work, regardless of vaccination status, without fear of retaliation.

Personal Protective Equipment (PPE)

- Conduct workplace hazard assessment
- Determine what PPE is needed for their workers' specific job duties based on hazards and other controls present
- Select and provide appropriate PPE to the workers at no cost, and train employees in the use of the PPE.

APPENDIX B: IDENTIFICATION AND INSPECTION OF COVID-19 HAZARDS

All persons, regardless of symptoms or negative COVID-19 test results, will be considered potentially infectious. Particular attention will be paid to areas where people may congregate or come in contact with one another, regardless of whether employees are performing an assigned work task or not. For example: meetings, entrances, bathrooms, hallways, aisles, walkways, elevators, break or eating areas, cool-down areas, and waiting areas.

Evaluation of potential workplace exposure will be to all persons at the workplace or who may enter the workplace, including coworkers, students, visitors, employees of other entities, members of the public, customers or clients, and independent contractors. The School will consider how employees and other persons enter, leave, and travel through the workplace, in addition to addressing fixed work locations.

Person(s) conducting the evaluation:

_____   _____

_____   _____

_____   _____

Date:

Name(s) of employee and authorized employee representative that participated:

_____   _____

_____   _____

Interaction, area, activity, work task, process, equipment and material that potentially exposes employees to COVID-19 hazards	Places and times	Potential for COVID-19 exposures and employees affected, including members of the public and employees of other employers	Existing and/or additional COVID-19 prevention controls, including barriers, partitions and ventilation

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COVID-19 Inspections[17]

Date: _____

Name of person(s) conducting the inspection:

_____   _____

_____   _____

_____   _____

Work location evaluated: _____

_____

Exposure Controls[18]	Status	Person Assigned to Correct	Date Corrected
Engineering			
Barriers/partitions			
Ventilation (amount of fresh air and filtration maximized)			
Additional room air filtration			
Administrative			
Physical distancing			

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[17] *Please review the information available at www.dir.ca.gov/dosh/coronavirus/ for additional guidance on what to regularly inspect for, including issues that may be more pertinent to each School campus. Each campus will need to modify this form accordingly.*

[18] Use *empty cells to add any additional controls that the School is using.*

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Surface cleaning and disinfection (frequently enough and adequate supplies)			
Hand washing facilities (adequate numbers and supplies)			
Disinfecting and hand sanitizing solutions being used according to manufacturer instructions			
Isolation Areas for Symptomatic Individuals			
Sufficient and Clearly Marked Signage			
Clearly Labeled Ingress and Egress Points			
PPE (not shared, available and being worn)			
Face coverings (cleaned sufficiently often)			
Gloves			
Face shields/goggles			
Respiratory protection			

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Appendix C: Investigating COVID-19 Cases

All personal identifying information of COVID-19 cases or symptoms will be kept confidential. All COVID-19 testing or related medical services provided by the School will be provided in a manner that ensures the confidentiality of employees, with the exception of unredacted information on COVID-19 cases that will be provided immediately upon request to the local health department, CDPH, Cal/OSHA, the National Institute for Occupational Safety and Health ("NIOSH"), or as otherwise required by law.

All employees' medical records will also be kept confidential and not disclosed or reported without the employee's express written consent to any person within or outside the workplace, with the following exceptions: (1) Unredacted medical records provided to the local health department, CDPH, Cal/OSHA, NIOSH, or as otherwise required by law immediately upon request; and (2) Records that do not contain individually identifiable medical information or from which individually identifiable medical information has been removed.

Date: [enter date]

Name of person conducting the investigation: **[enter name(s)]**

Employee (or non-employee*) name:		Occupation (if non-employee, why they were in the workplace):	
Location where employee worked (or non-employee was present in the workplace):		Date investigation was initiated:	
Was COVID-19 test offered?		Name(s) of staff involved in the investigation:	
Date and time the COVID-19 case was last present in the workplace:		Date of the positive or negative test and/or diagnosis:	
Date the case first had one or more COVID-19 symptoms:		Information received regarding COVID-19 test results and onset of symptoms (attach documentation):	

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Results of the evaluation of the COVID-19 case and all locations at the workplace that may have been visited by the COVID-19 case during the high-risk exposure period, and who may have been exposed (attach additional information):	

Notice given (within one business day, in a way that does not reveal any personal identifying information of the COVID-19 case) of the potential COVID-19 exposure to:		
All employees who were on the premises at the same worksite as the COVID-19 case during the high-risk exposure period and their authorized representatives.	**Date:**	
	Names of employees that were notified:	
Independent contractors and other employers on the premises at the same worksite as the COVID-19 case during the high-risk exposure period.	**Date:**	
	Names of individuals that were notified:	

What were the workplace conditions that could have contributed to the risk of COVID-19 exposure?		**What could be done to reduce exposure to COVID-19?**	
Was local health department notified?		**Date:**	

*Should an employer be made aware of a non-employee infection source COVID-19 status.

Page 8: [1] Deleted   **Julio N. Colomba**   **6/6/22 7:15:00 PM**

Page 13: [2] Deleted   **Julio N. Colomba**   **6/6/22 7:02:00 PM**

INJURYAND ILLNESS PREVENTION PROGRAM ("IIPP") COVID-19 ADDENDUM

California employers are required to establish and implement an Injury and Illness Prevention Program (IIPP) to protect employees from all worksite hazards, including infectious diseases.

Charter School has adopted this addendum to accommodate reopening school for in-person instruction in accordance with the COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year from the California Department of Public Health ("CDPH"). This document additionally complies with the temporary Cal/OSHA regulations issued June 18, 2021, which require a "written COVID-19 prevention plan." Resumption of in-person instruction presumes that the Charter School has complied with all applicable legal and public health requirements. Charter School and worksite administrators should coordinate with state and local health officials to obtain timely and accurate information about the level of disease transmission in the local community before resuming any on-site work practices. Local conditions will influence the decisions that public health officials make regarding community-level strategies.

This addendum contains three parts. Part one contains background information regarding COVID-19, including known symptoms, emergency warning signs and high-risk factors. Part two provides guidelines for implementation of a COVID-19 Infection Control Plan, which includes short-term measures to implement while COVID-19 remains endemic in states and communities. Part three contains measures to maintain a healthy workforce until herd immunity in the population is achieved or the global incidence of COVID-19 comes under control.

Background

In November 2019, a novel coronavirus (SARS-CoV-2) was discovered in Wuhan, China, which was found to cause a viral respiratory illness (coronavirus disease 2019, or "COVID-19") leading to severe injury and death in certain populations, particularly elderly persons and persons with underlying health conditions.

Updated on 06/23/2022

COVID-19 was declared a pandemic by the World Health Organization on March 11, 2020. In response to the COVID-19 Pandemic, public health officers in many states and counties ordered all individuals to stay home or at their place of residence (i.e., "Shelter in Place"), except as needed to maintain continuity of operations of certain critical infrastructure sectors. Across the nation, public schools and most other government offices and private businesses were closed in order to slow the spread of the coronavirus in the community. Many states and localities have now commenced phased reopening or already reopened.

In 2020, the CDC identified the following symptoms of COVID-19, which typically appear within 2-14 days after exposure to the virus:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

The CDC also recommends that, if a person shows any of the following emergency warning signs, * he or she should seek emergency medical care immediately:

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

*Please note that this is not a complete list of all possible symptoms. Anyone experiencing any other symptoms that are severe or concerning should contact a medical provider.

Certain people are at higher risk for severe illness from COVID-19, including:

- People 65 years and older
- People who live in a nursing home or long-term care facility
- People of all ages with underlying medical conditions, particularly if not well controlled, including:
  - People with chronic lung disease or moderate to severe asthma
  - People who have serious heart conditions
  - People who are immunocompromised
    - Many conditions can cause a person to be immunocompromised, including cancer treatment, smoking, bone marrow or organ transplantation, immune

deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications
- o People with severe obesity (body mass index [BMI] of 40 or higher)
- o People with diabetes
- o People with chronic kidney disease undergoing dialysis
- o People with liver disease

Decisions to resume operations should be based on both the level of disease transmission in the community and the capacity to protect the safety and health of staff and students at each school site.

COVID-19 Infection Control Plan

Before resuming normal or phased school activities after a Shelter in Place order is lifted, prepare and implement a COVID-19 preparedness, response, control and prevention plan (i.e., COVID-19 Infection Control Plan). Federal, state, and local public health communications must be monitored to keep up with information available about COVID-19 regulations, guidance, and recommendations, to ensure that workers have access to the timeliest information.

1. Design, implement, update and maintain a COVID-19 Infection Control Plan:

The overall goal of the COVID-19 Infection Control Plan is to decrease the spread of COVID-19 and lower the impact of the disease in the workplace. This includes the following objectives:

- Prevent and reduce transmission among employees;
- Maintain healthy school operations; and
- Maintain a healthy work environment.

All site administrators should implement and update as necessary a control plan that:

- Is specific to your workplace;
- Identifies all areas and job tasks with potential exposures to COVID-19; and
- Includes control measures in this policy to eliminate or reduce such exposures

COVID-19 Infection Control Plans should consider that employees may be able to spread COVID-19 even if they do not show symptoms, which is a source of anxiety in the workforce, particularly among higher-risk individuals. Therefore, it is important to have discussions with workers about planned changes and seek their input. Additionally, collaboration with workers to effectively communicate important COVID-19 information.

2. Adjust operations to slow the spread:

- Employees who have COVID-19 symptoms should notify their supervisor and stay home as directed.
- Sick employees should follow CDC-recommended steps for self-quarantine. Employees should not return to work until the criteria to discontinue home isolation are met, in consultation with their supervisor, local health departments and healthcare providers.

Updated on 06/23/2022

- Employees who appear to have symptoms upon arrival at work or who become sick during the day should immediately be separated from other employees, students, and visitors, and sent home.
- Adopt a procedure for the safe transport of an employee who becomes sick while at work. The employee may need to be transported home or to a healthcare provider.
- Employees who are well but who have a sick family member at home with COVID-19 should notify their supervisor and follow CDC-recommended precautions.
- If implementing in-person health checks, conduct them safely and respectfully. If the Charter School conducts screening indoors at the workplace, the employer shall ensure that face coverings[1] are used during screening by both screeners and employee, and if temperatures are measured, that non-contact thermometers are used.
- Follow guidance from the Equal Employment Opportunity Commission regarding confidentiality of medical records from health checks.
- To prevent stigma and discrimination in the workplace, make employee health screenings as private as possible. Do not make determinations of risk based on race or country of origin or any other protected characteristics and be sure to maintain confidentiality of each individual's medical status and history.

3. Conduct a Workplace Hazard Assessment:

The purpose of a hazard assessment of the workplace is to identify where and how workers might be exposed to COVID-19 at work. Combinations of controls from the hierarchy of controls are used to limit the spread of COVID-19 (see Controls Table in Appendix A). These include engineering controls, workplace administrative policies, and personal protective equipment (PPE) to protect workers from the identified hazards.

- Conduct a thorough hazard assessment to determine if workplace hazards are present, or are likely to be present, and determine what type of controls are needed for specific job duties, including:
    - Evaluating potential workplace exposures which employees or other persons at the Charter School campus may encounter.
    - Evaluating places where Charter School employees or others may congregate on campus, such as hallways, bathrooms, and break rooms. This includes an evaluation of employees' potential workplace exposure to all persons at the workplace or who may enter the workplace, including coworkers, students, employees of other entities, members of the public, customers or clients, and independent contractors. During this evaluation, the Charter School will also consider how employees and other persons enter, leave, and travel through the workplace, in addition to addressing stationary work locations.
    - Reviewing and incorporating all applicable federal, state, and local public health

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[1] Cal/OSHA defines "face coverings" as "a surgical mask, a medical procedure mask, a respirator worn voluntarily, or a tightly woven fabric or non-woven material of at least two layers (i.e., fabrics that do not let light pass through when held up to a light source) that completely covers the nose and mouth and is secured to the head with ties, ear loops, or elastic bands that go behind the head. If gaiters are worn, they shall have two layers of fabric or be folded to make two layers... A face covering is a solid piece of material without slits, visible holes, or punctures, and must fit snugly over the nose, mouth, and chin with no large gaps on the outside of the face. A face covering does not include a scarf, ski mask, balaclava, bandana, turtleneck, collar, or single layer of fabric. This definition includes clear face coverings or cloth face coverings with a clear plastic panel that, despite the non-cloth material allowing light to pass through, otherwise meet this definition and which may be used to facilitate communication with people who are deaf or hard-of-hearing or others who need to see a speaker's mouth or facial expressions to understand speech or sign language respectively."

Updated on 06/23/2022

guidance related to COVID-19, as well as any other industry-specific guidance.

o   From time to time, evaluate existing COVID-19 health and safety measures to determine whether additional or different measures are necessary.

o   Periodically conduct inspections to identify any potential COVID-19 unhealthy conditions, work practices, procedures, and to ensure compliance with all COVID-19 health and safety measures.

o   Encouraging employees and their exclusive representative, if any, to participate and assist the Charter School in identifying and evaluating potential COVID-19 workplace hazards. The School will do so by:

   •   The School will consult with employees' exclusive representatives and coordinate a virtual safety meeting prior to the start of the school year.

   •   In consultation with employees' exclusive representatives, the School will create a rotating team of employees to participate in hazard assessments on campus. These assessments will occur virtually to the greatest extent practicable. These assessments will occur prior to the start of the school year and on a as needed bases thereafter. All employees are encouraged to volunteer for participation in hazard assessments, and the School will rotate teams of employees, ensuring all groups of School personnel are equally represented to the greatest extent possible.

   •   If employees and/or exclusive representatives have specific COVID-19 hazard concerns, they may contact the school site principals (Chief Compliance Officer) to discuss such concerns, who may be reached at:

School Name	School Site Principal	Phone Number
Magnolia Science Academy-1	Brad Plonka	818-609-0507
Magnolia Science Academy-2	David Garner	818-758-0300
Magnolia Science Academy-3	Zekeriya Ocel	310-637-3806
Magnolia Science Academy-4	Musa Avsar	310-473-2464
Magnolia Science Academy-5	Ali Kaplan	818-705-5676
Magnolia Science Academy-6	James Choe	310-842-8555
Magnolia Science Academy-7	Meagan Wittek	818-886-0585
Magnolia Science Academy-8	Jason Hernandez	323-826-3925
Magnolia Science Academy-Santa Ana	Steven Keskinturk Maria Czerner-Rowell	714-479-0115
Magnolia Science Academy-San Diego	Gokhan Serce	619-644-1300
MPS Home Office	Suat Acar	213-628-3634

- If a hazard assessment reveals any potential COVID-19 hazards, the Charter School will immediately act to correct the hazard. The school site principal (Chief Compliance Officer) will be responsible for responding to and correcting any potential COVID-19 hazards.
- When engineering and administrative controls cannot be implemented or are not fully protective:
  - Determine what PPE is needed for each workers' specific job duties,

Updated on 06/23/2022

o   Select and provide appropriate PPE to the workers at no cost, and
o   Train their workers on its correct use.

4. Take action if an employee is suspected or confirmed to have COVID-19 infection:

Current Cal/OSHA Regulations
- Effective immediately, upon one (1) "COVID-19 case"[2] in the workplace, the Charter School will:
    o   Investigate the COVID-19 case, determine the day and time the COVID-19 case was last present on the Charter School campus, the date of the positive test and/or diagnosis, and the date the case has one (1) or more COVID-19 symptoms, if any.
    o   Investigate whether other Charter School employees or any other third parties may have had close contacts exposure[3] by evaluating the activities of the COVID-19 case at the Charter School campus during the infectious period[4] of the COVID-19 case..
    o   Give notice of potential exposure, within one (1) business day, and without revealing any personal identifying information[5] of the COVID-19 case, and in the manner the Charter School normally uses to communicate employment-related information, to:
        ▪   1) All employees who were on the premises at the same worksite as the COVID-19 case during the high-risk exposure period, and their authorized representatives, if any, and
        ▪   2) Independent contractors and other employers on the premises at the same worksite as the COVID-19 case during the high-risk exposure period.
    o   Make COVID-19 testing available at no cost, during paid time to all Charter School employees who had close contacts exposure in the workplace.
    o   Provide all employees who had close contacts exposure in the workplace with information regarding:
        ▪   1) COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws. This includes any benefits available under legally mandated sick and vaccination leave, if applicable, workers' compensation law, local governmental requirements, Charter School leave policies as well as any leave guaranteed by contract and/or Cal/OSHA;
        ▪   2) Potential COVID-19 exclusion pay eligibility, if applicable.
    o   Investigate the potential that workplace conditions contributed to the risk of COVID-19 exposure, as well as remedial steps that could have been taken to reduce the risk of COVID-19 exposure.

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[2] Cal/OSHA regulations define a "COVID-19 case" as a person who: 1) has a positive COVID-19 test, or 2) has a positive COVID-19 diagnosis from a licenses health care provider; or 3) is subject to a COVID-19 related order to isolate issued by a local health department or state health official, or 4) has died due to COVID-19, in the determination of a local health department or per inclusion in the COVID1-9 statistics of a county.

[3] "Close contact" is defined by Cal/OSHA as "being within six feet of a COVID-19 case for a cumulative total of 15 minutes or greater in any 24-hour period within or overlapping with the currently applicable CDPH definition of the infectious period of a COVID-19 case, unless close contact is defined by regulation or order of the CDPH, in which case the CDPH definition shall apply.

[4] "Infectious period" means the following time period, unless otherwise defined by CDPH regulation or order, in which case the CDPH definition applies: 1) For COVID-19 cases who develop COVID-19 symptoms, from two days before they first develop symptoms until all of the following are true: it has been 10 days since symptoms first appeared 24 hours have passed with no fever, without the use of fever-reducing medications; and symptoms have improved; 2) For COVID-19 cases who never develop COVID-19 symptoms, from two days before until 10 days after the specimen for their first positive test for COVID-19 was collected.

[5] All personally identifying information related to COVID-19 cases or those will COVID-19 symptoms shall be kept confidential. However certain information may be provided to public health authorities, as required by law.

Updated on 06/23/2022

- Effective immediately, and pursuant to current Cal/OSHA regulations:
  - Employers shall review current CDPH guidance for persons who had close contacts, including any guidance regarding quarantine or other measures to reduce transmission. Employers shall develop, implement, and maintain effective policies to prevent transmission of COVID-19 by persons who had close contacts.
  - For employees excluded from work for quarantine, employers shall continue and maintain an employee's earnings, wages, seniority, and all other employee rights and benefits, including the employee's right to their former job status, as if the employee had not been removed from their job. Employers may use employer-provided employee sick leave for this purpose to the extent permitted by law. Wages due under this subsection are subject to existing wage payment obligations and must be paid at the employee's regular rate of pay no later than the regular pay day for the pay period(s) in which the employee is excluded. Unpaid wages owed under this subsection are subject to enforcement through procedures available in existing law. If an employer determines that one of the exceptions below applies, it shall inform the employee of the denial and the applicable exception.
  - Charter School employees with confirmed COVID-19, regardless of vaccination status, previous infection, or lack of symptoms, must be excluded from campus until:
    - At least five days have passed from the date that COVID-19 symptoms began, or, if the person does not develop COVID-19 symptoms, from the date of the first positive COVID-19 test.
    - At least 24 hours have passed since a fever of 100.4 degrees Fahrenheit or higher has resolved without the use of fever reducing medications; and
    - A negative COVID-19 test from a specimen collected on the fifth day or later is obtained; or, if unable to test or the employer chooses not to require a test, 10 days have passed from the date that COVID-19 symptoms began or, if the person does not develop COVID-19 symptoms, from the date of first positive COVID-19 test.
    - If an individual's COVID-19 symptoms are not resolving, they may not return to work until 1) At least 24 hours have passed since a fever of 100.4 degrees Fahrenheit or higher has resolved without the use of fever-reducing medication, and 2) Symptoms are resolving or 10 days have passed from when the symptoms began.
    - Regardless of vaccination status, previous infection, or lack of COVID-19 symptoms, a COVID-19 case shall wear a face covering in the workplace until 10 days have passed since the date that COVID-19 symptoms began, or, if the person did not have COVID-19 symptoms, from the date of their first positive test.

  - When an order to isolate, quarantine, or exclude an employee is issued by a local or state health official, the employee shall not return to work until the period of isolation or quarantine is completed or the order is lifted even if the order exceeds the specified exclusion requirements here and in the ETS or CDPH recommendation.
  - Employees excluded from campus due to close contact COVID-19 exposure may be entitled to salary continuation during the applicable exclusion period. The Charter School will provide employees with California COVID-19 Supplemental Paid Sick Leave or emergency paid sick leave pursuant to the Families First Coronavirus

Updated on 06/23/2022

Response Act ("FFCRA"), if available, during this period. If an employee is not eligible for California COVID-19 Supplemental Paid Sick Leave or otherwise has no such leave available, the Charter School may elect to provide paid sick leave during this period.

- o Employees excluded from work due to close contact COVID-19 exposure are not entitled to salary continuation if either of the following applies:
  - 1) If a COVID-19 case is not work-related pursuant to all applicable workers' compensation laws. However, the employee may still be eligible for California COVID-19 Supplemental Paid Sick Leave during this period or FFCRA leave; or
  - 2) If an employee received disability payments or was covered by workers' compensation and received temporary disability.

- Effective immediately, and in the event of a confirmed COVID-19 case at the Charter School campus, the Charter School will notify the local public health department, as required by law.
- Effective immediately, upon notice any COVID-19-related serious illnesses or death[6] of an employee occurring in a place of employment or in connection with any employment, the Charter School will immediately report such information to Cal/OSHA. Notwithstanding the foregoing, for all Charter School campuses co-located on Los Angeles Unified School District campuses, Charter School will also comply with all requirements implemented by LAUSD related to testing and quarantining/isolation.

AB 685

Effective January 1, 2021, employers are required to provide certain notices in response to a "notice of potential exposure to COVID-19," in accordance with Labor Code section 6409.6. A "notice of potential exposure" means any of the following:

- (a) Notification from a public health official or licensed medical provider that an employee was exposed to a qualifying individual at the worksite;
- (b) Notification from an employee, or their emergency contact, that the employee is a qualifying individual;
- (c) Notification through the school's testing protocol that the employee is a qualifying individual; or
- (d) Notification from a subcontracted employer that a qualifying individual was on the schoolsite.

Upon receipt of a "notice of potential exposure," the Charter School must take the following actions within one (1) business day of the notice:

- (a) Provide a written notice to all employees who were on the premises in the same

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[6] Pursuant to 8 CCR §330(h), "Serious injury or illness means any injury or illness occurring in a place of employment or in connection with any employment that requires inpatient hospitalization for other than medical observation or diagnostic testing, or in which an employee suffers an amputation, the loss of an eye, or any serious degree of permanent disfigurement."

Updated on 06/23/2022

worksite[7] as the qualifying individual[8] within the infectious period[9] that they may have been exposed to COVID-19.[10]

(b) Provide a written notice to the exclusive representative, if any, of the above employees.[11]

(c) Provide all employees who may have been exposed and the exclusive representative, if any, with information regarding COVID-19-related benefits to which employees may be entitled under applicable federal, state, or local laws.

- Information regarding COVID-19-related benefits includes, but is not limited to, workers' compensation, and options for exposed employees, including California COVID-19 Supplemental Paid Sick Leave-related leave, emergency paid sick leave pursuant to the FFCRA, Charter School sick leave, state-mandated leave, or negotiated leave provisions, as well as antiretaliation and antidiscrimination protections applicable to employees.

(d) Notify all employees, and the employers of subcontracted employees and the exclusive representative, if any, on the disinfection and safety plan that the employer plans to implement and complete per the guidelines of the federal Centers for Disease Control.

Records of the above notices must be retained for a minimum of three (3) years.

Effective January 1, 2021, the school must also take the following responses in the event of a COVID-19 "outbreak," as defined by CDPH:

- Within forty-eight (48) hours, the Chief Executive Officer or designee shall notify the county public health department of the names, number, occupation, and worksite of employees who meet the definition of a qualifying individual.[12]
- The Chief Executive Officer of designee shall also report the address and NAICS code of the worksite where the qualifying individuals work.
- Additional notice will be provided of any subsequent laboratory-confirmed cases of COVID-19 at the worksite.

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[7] The "worksite" does not include buildings, or floors within multistory buildings, that a qualifying individual did not enter. If the Charter School operates multiple worksites, the school must only notify employees who worked at the same worksite as the qualified individual. (Labor Code § 6409.6, subd. (d)(5).)

[8] A "qualifying individual" means (a) a laboratory-confirmed case of COVID-19, as defined by the State Department of Public Health; (b) a positive COVID-19 diagnosis from a licensed health care provider; (c) a COVID-19-related order to isolate provided by a public health official; (d) died due to COVID-19, in the determination of a county public health department or per inclusion in the COVID-19 statistics of a county. (Labor Code § 6409.6, subd. (d)(4).)

[9] The "infectious period" means the time a COVID-19-positive individual is infectious, as defined by the State Department of Public Health. (Labor Code § 6409.6, subd. (d)(2).)

[10] Written notice must be provided in the same manner that the Charter School ordinarily uses to communicate employment-related information. Written notice may include, but is not limited to, personal service, email, or text message if it can reasonably be anticipated to be received by the employee within one business day of sending and shall be in both English and the language understood by the majority of the employees.

[11] Written notice to the exclusive representative must contain the same information as required in an incident report in a Cal/OSHA Form 300 injury and illness log unless the information is inapplicable or unknown to the school. This requirement does not apply if the school's employees do not have an exclusive representative.

[12] A "qualifying individual" means (a) a laboratory-confirmed case of COVID-19, as defined by the State Department of Public Health; (b) a positive COVID-19 diagnosis from a licensed health care provider; (c) a COVID-19-related order to isolate provided by a public health official; (d) died due to COVID-19, in the determination of a county public health department or per inclusion in the COVID-19 statistics of a county. (Labor Code § 6409.6, subd. (d)(4).)

Updated on 06/23/2022

Measures to Maintain Healthy Ongoing School Operations

1. **Identify a workplace coordinator.** The School Compliance Task Force Team will be responsible for COVID-19 issues and their impact at the workplace.

2. **Protect employees at higher risk for severe illness through supportive policies and practices.** Older adults and people of any age who have serious underlying medical conditions are at higher risk for severe illness from COVID-19. As a result, employees may request a legally recognized accommodation related to such conditions. While the School will work to provide reasonable accommodations where applicable, the School cannot guarantee the availability of any specific accommodations. Such accommodations could include, but are not limited to:
   - Options to telework, if available and reasonable.
   - Offer vulnerable workers duties that minimize their contact with students and other employees, if the worker agrees to this.
   - Offer flexible options such as telework to employees where available and reasonable to eliminate the need for employees living in higher transmission areas to travel to workplaces in lower transmission areas and vice versa.

3. **Communicate supportive workplace polices clearly, frequently, and via multiple methods.** Employers may need to communicate with non-English speakers in their preferred languages.

   - Train workers on how implementing any new policies to reduce the spread of COVID-19 may affect existing health and safety practices.
   - Communicate to any contractors or on-site visitors about changes that have been made to help control the spread of COVID-19. Ensure that they have the information and capability to comply with those policies.
   - Create and test communication systems that employees can use to self-report if they are sick and that you can use to notify employees of exposures and closures.
   - Communicate how employees may request medical or other legally recognized accommodations from mandatory conditions of employment or continued employment with the School. Employees who wish to request a legally recognized accommodation may contact human resources via email at hr@magnoliapublicschools.org.
   - Use a hotline or another method for employees to voice concerns anonymously. They may call the Home Office hotline line 213-293-7068. Consistent with the Employee Handbook and all applicable policies, the Charter School will not tolerate discrimination, harassment, or retaliation against any employee who reports COVID-19 symptoms or hazards.

4. **Face Coverings**

   - The Charter School will provide employees with face coverings and ensure they are worn by employees when required by orders from CDPH.
   - The Charter School will ensure that face coverings are clean and undamaged, and that they are worn over the nose and mouth. Face shields are not a replacement for face coverings, although they may be worn together for additional protection,
   - Employees who are required to wear a face covering pursuant to state or local public health

Updated on 06/23/2022

<mark>order</mark> are not required to wear face coverings in the following situations:

- 1) When an employee is alone in a room or vehicle,
- 2) While eating or drinking at the workplace, provided employees are at least six (6) feet apart and outside air supply to the area, if indoors, has been maximized to the extent feasible possible,
- 3) Employees wearing respirators required by the employer and used in compliance in accordance with all safety guidelines,
- 4) Employees who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating with a hearing-impaired person,
- 5) Specific tasks which cannot feasibly be performed with a face covering. This exception is limited to the time period in which such tasks are actually being performed.

- Employees exempted from wearing face coverings due to a medical condition, mental health condition, or disability shall wear an effective non-restrictive alternative, such as a face shield with a drape on the bottom, if their condition or disability permits it.
- The Charter School will not prevent an employee from wearing a face covering when not required by this Policy or applicable law, unless it would create a safety hazard, such as interfering with the safe operation of equipment.
- Even if face coverings are not required by Policy or applicable law, the Charter School will provide face coverings to any employee, upon request.
- The Charter School will implement measures to communicate to students and other non-employees the face coverings requirements on campus.

5. Respirators and PPE

- The Charter School will evaluate the need for personal protective equipment to prevent exposure to COVID-19 hazards, such as gloves, goggles, and face shields, and provide such personal protective equipment as needed.
- Upon request, the Charter School shall provide respirators for voluntary use to all employees who are working indoors or in vehicles with more than one (1) person. If any employees are voluntarily using such respirators, the Charter School will encourage their use and ensure employees are provided with the correct respirator size.

6. Engineering Controls

- To the maximum extent feasible, the Charter School will ensure maximize the quantity of outside air in buildings or by natural ventilation systems, except when the United States EPA Air Quality Index is greater than one hundred (100) for any pollutant, or if opening windows or doors would cause additional hazards to employees.
- Conducting bimonthly inspections of the HVAC system.
- To the extent feasible, the Charter School will increase the filtration efficiency of its existing ventilations systems to the highest level that is safely allowable.
- To the extent feasible, the Charter School will consider whether the use of portable or mounted High Efficiency Particulate Air ("HEPA") filtration units, or other air cleaning systems, would reduce the risk of COVID-19 transmission on campus.

<mark>Updated on 06/23/2022</mark>

7. **Limit Sharing of Tools, Equipment, and PPE**

- The Charter School will not allow any employees, students, or any other persons to share any form of PPE, including but not limited to: Gloves, facial coverings, masks, and goggles.
- To the maximum extent feasible, the Charter School will prohibit the sharing of tools and equipment, including: Phones, headsets, desks, keyboards, and writing materials. Where sharing is required, the School will follow all cleaning and disinfection procedures, consistent with this Plan.
- On any Charter Schools busses or other vehicles which are otherwise shared, the high touch points such as steering wheels, seatbelt buckles, armrests, and seats will be disinfected between uses, consistent with this Plan.

8. **COVID-19 Testing**:

- If an employee has COVID-19 symptoms, the Charter School will make COVID-19 testing available to such employees at no cost and during paid time.
- In the event of one (1) confirmed case on campus, the Charter School will make COVID-19 testing available at no cost, during paid time to all Charter School employees who had close contacts exposure in the workplace.
- In the event of one (1) COVID-19 case, an outbreak[13], or a major outbreak at the Charter School campus, the Charter School will make COVID-19 testing available during paid time to all employees who had close contacts exposure to COVID-19 in the workplace.
- In the event of a COVID-19 outbreak pursuant to Cal/OSHA regulations:
  - The Charter School will make COVID-19 testing available at no cost to its employees within the exposed group[14], during employees' paid time, except:
    - 1) employees who were not present at the Charter School campus during the relevant fourteen (14) day period, or
    - 2) employee who had COVID-19 within the last ninety (90) days.
  - After initially offering COVID-19 testing to all employees in an exposed group, the Charter School will make such testing available again one (1) week later.
  - After these first two (2) COVID-19 tests, the Charter School will make COVID-19 testing available once a week at no cost, during paid time, to all employees in the exposed group who remain at the workplace until there is no longer an outbreak.
- In the event of a "major COVID-19 outbreak,"[15] the Charter School will provide COVID-19 testing outlined above for outbreak situations, except that such testing will be made available to all employees, regardless of their COVID-19 vaccination status.

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[13] An outbreak is defined by Cal/OSHA occurs when "three or more employee COVID-19 cases within an exposed group . . . visited the workplace during their high-risk exposure period at any time during a 14-day period," and applies until there are "no new COVID-19 cases detected in the exposed group a workplace for a 14-day period."

[14] "Exposed group" is defined as "all employees at a work location, working area, or a common area at work, where an employee COVID-19 case was present at any time during the high-risk exposure period. A common area at work includes bathrooms, walkways, hallways, aisles, break or eating areas, and waiting areas," subject to limited exceptions.

[15] Cal/OSHA provides that a major outbreak occurs when "20 or more employee COVID-19 cases in an exposed group . . . visited the workplace during their high-risk exposure period within a 30- day period" and applies "until there are fewer than three COVID-19 cases detected in the exposed group for a 14-day period."

Updated on 06/23/2022

- Consistent with current Cal/OSHA regulations, the School will require certain frequencies of COVID-19 testing before allowing employees with COVID-19 exposure to return to campus.
- In the event that COVID-19 testing is mandated by Cal/OSHA regulations, all Charter School employees should be able to secure testing through their local county, free of charge and during working hours. The Charter School is currently working on arranging additional COVID-19 testing for all employees with a contracted testing vendor. As soon as more information is available, the Charter School will notify all employees as to further details.
- If COVID-19 is not mandated by Cal/OSHA regulations, but testing is otherwise needed, employees may procure testing, likely free of charge, through their local county or from their health provider.
- The Charter School reserves the right to require employees undergo additional frequencies of COVID-19 testing, consistent with applicable authority, and directives from public health authorities as well as the School's authorizer, regardless of an employee's COVID-19 vaccination status. Further information regarding applicable cadences for COVID-19 testing may be found in the MPS COVID-19 Health and Safety Policy.
- Any employees who have questions regarding COVID-19 testing may contact the MPS Human Resources Department at hr@magnoliapublicschools.org.

Record Keeping and Availability of Plan

- The Charter School will maintain records of the steps taking to implement this Plan for at least one (1) year, consistent with 8 CCR §3202(b).
- This Plan shall be made available at the workplace to all Charter School employees, authorized representatives, and Cal/OSHA representatives immediately upon request.
- The Charter School will track all COVID-19 cases, by keeping a record of the employee's name, contact information, occupation, location where the employee worked, the date of the last day at the workplace, and the date of a positive COVID-19 test. Medical information shall be kept confidential. The information shall be made available to employees, authorized employee representatives, or as otherwise required by law, with personal identifying information removed.

The CEO/Superintendent is authorized to implement changes or additions to this addendum in order to ensure compliance with new or revised orders or guidance from local, county, state or federal authorities ("Agencies") and/or the facts of a specific circumstance, and to take any and all actions consistent with orders and guidance from the Agencies that is not specifically addressed by this policy. The CEO/Superintendent shall provide the Board with regular updates as to actions taken pursuant to this section.

Updated on 06/23/2022

Appendix A

Controls Table

The following table presents examples of controls to implement in the workplace. The most effective controls are those that rely on engineering solutions, followed by administrative controls, then PPE. PPE is the least effective control method and the most difficult to implement. Worksites may have to implement multiple complementary controls from these columns to effectively control the hazard.

Engineering (Facilities and Equipment)
• Assess job hazards for feasibility of engineering controls • Ensure ventilation and water systems operate properly

Administrative

Management and Communications
• Monitor state and local public health communications about COVID-19
• Require students who are ill to stay home
• Encourage sick workers to report symptoms, stay home, and follow CDC guidance
• Develop strategies to:
    o communicate with staff
    o manage staff concerns
• Remind staff of available support services
• Communicate to partners, suppliers, other contractors on policies and practices, including face covering requirements.
• Cancel group events
• Close/limit use of shared spaces
• Consider policies that encourage flexible sick leave and alternative work schedules.
• Schedule stocking during off-peak hours
 	
Cleaning and Disinfection
• Clean and disinfect frequently touched surfaces, (e.g., counters, shelving, displays)
• Provide employees with disposable disinfectant wipes, cleaner, or sprays that are effective against the virus that causes COVID-19
 	
Training
Provide employees with training on:
• Symptoms, emergency warning signs and high-factors for COVID-19
• Policies to reduce the spread of COVID-19
• The Charter School's COVID-19 procedures designed to protect employees from COVID-19 exposure and hazards, as well as how employees can participate in the identification and evaluation of potential COVID-19 hazards.
• Information regarding COVID-19 transmission, including that COVID-19 "is an infectious disease that can be spread through the air when an infectious person talks, vocalizes, sneezes, coughs, or exhales; as well as that COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth; as well as that infectious people may have no symptoms."
• COVID-19 related benefits under federal, state, and local law, including any potential benefits under current workers' compensation laws, California COVID-19 Supplemental Paid Sick leave, FFCRA, legally mandated sick and vaccination leave, workers' compensation law, the Charter School's leave policies, and any other rights by contract or collective bargaining agreement.

<mark>Updated on 06/23/2022</mark>

- Information regarding the fact that particles containing the virus can travel more than six (6) feet, especially indoors; and thus, why social distancing, face coverings, increased ventilation indoors, and respiratory protection decrease the spread of COVID-19 but are most effective when used in combination..
- General hygiene
- Cleaning and disinfection
- Cloth face coverings
- Use of PPE
- Safe work practices
- Stress management
- The Charter School's policies for providing respirators, and the right of employees who are not fully vaccinated to request a respirator for voluntary use, without fear of retaliation and at no cost to employees, including:
  - 1) How to properly wear the respirator provided; and
  - 2) How to perform a seal check according to the manufacturer's instructions each time a respirator is worn, and the fact that facial hair interferes with a seal.
- Proper use of face coverings and the fact that face coverings are not respiratory protective equipment. COVID-19 is an airborne disease. N95s and more protective respirators protect the users from airborne disease while face coverings primarily protect people around the user.
- Information on the Charter School's COVID-19 policies; how to access COVID-19 testing and vaccination; and the fact that vaccination is effective at preventing COVID-19, protecting against both transmission and serious illness or death.
- The conditions under which face coverings must be worn at the workplace and that face coverings are additionally recommended outdoors for people who are not fully vaccinated if six (6) feet of distance between people cannot be maintained. Employees can request face coverings from the employer at no cost to the employee and can wear them at work, regardless of vaccination status, without fear of retaliation.

Personal Protective Equipment (PPE)

- Conduct workplace hazard assessment
- Determine what PPE is needed for their workers' specific job duties based on hazards and other controls present
- Select and provide appropriate PPE to the workers at no cost, and train employees in the use of the PPE.

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APPENDIX B: IDENTIFICATION AND INSPECTION OF COVID-19 HAZARDS

All persons, regardless of symptoms or negative COVID-19 test results, will be considered potentially infectious. Particular attention will be paid to areas where people may congregate or come in contact with one another, regardless of whether employees are performing an assigned work task or not. For example: meetings, entrances, bathrooms, hallways, aisles, walkways, elevators, break or eating areas, cool-down areas, and waiting areas.

Evaluation of potential workplace exposure will be to all persons at the workplace or who may enter the workplace, including coworkers, students, visitors, employees of other entities, members of the public, customers or clients, and independent contractors. The School will consider how employees and other persons enter, leave, and travel through the workplace, in addition to addressing fixed work locations.

Person(s) conducting the evaluation:

Date:

Name(s) of employee and authorized employee representative that participated:

Interaction, area, activity, work task, process, equipment and material that potentially exposes employees to COVID-19 hazards	Places and times	Potential for COVID-19 exposures and employees affected, including members of the public and employees of other employers	Existing and/or additional COVID-19 prevention controls, including barriers, partitions and ventilation

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COVID-19 Inspections[16]

Date: _____

Name of person(s) conducting the inspection:

_____   _____

_____   _____

_____   _____

Work location evaluated: _____

_____

Exposure Controls[17]	Status	Person Assigned to Correct	Date Corrected
Engineering			
Barriers/partitions			
Ventilation (amount of fresh air and filtration maximized)			
Additional room air filtration			
Administrative			
Physical distancing			

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[16] *Please review the information available at www.dir.ca.gov/dosh/coronavirus/ for additional guidance on what to regularly inspect for, including issues that may be more pertinent to each School campus. Each campus will need to modify this form accordingly.*

[17] Use *empty cells to add any additional controls that the School is using.*

Surface cleaning and disinfection (frequently enough and adequate supplies)			
Hand washing facilities (adequate numbers and supplies)			
Disinfecting and hand sanitizing solutions being used according to manufacturer instructions			
Isolation Areas for Symptomatic Individuals			
Sufficient and Clearly Marked Signage			
Clearly Labeled Ingress and Egress Points			
PPE (not shared, available and being worn)			
Face coverings (cleaned sufficiently often)			
Gloves			
Face shields/goggles			
Respiratory protection			

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Appendix C: Investigating COVID-19 Cases

All personal identifying information of COVID-19 cases or symptoms will be kept confidential. All COVID-19 testing or related medical services provided by the School will be provided in a manner that ensures the confidentiality of employees, with the exception of unredacted information on COVID-19 cases that will be provided immediately upon request to the local health department, CDPH, Cal/OSHA, the National Institute for Occupational Safety and Health ("NIOSH"), or as otherwise required by law.

All employees' medical records will also be kept confidential and not disclosed or reported without the employee's express written consent to any person within or outside the workplace, with the following exceptions: (1) Unredacted medical records provided to the local health department, CDPH, Cal/OSHA, NIOSH, or as otherwise required by law immediately upon request; and (2) Records that do not contain individually identifiable medical information or from which individually identifiable medical information has been removed.

Date: [enter date]

Name of person conducting the investigation: **[enter name(s)]**

Employee (or non-employee*) name:		Occupation (if non-employee, why they were in the workplace):	
Location where employee worked (or non-employee was present in the workplace):		Date investigation was initiated:	
Was COVID-19 test offered?		Name(s) of staff involved in the investigation:	
Date and time the COVID-19 case was last present in the workplace:		Date of the positive or negative test and/or diagnosis:	
Date the case first had one or more COVID-19 symptoms:		Information received regarding COVID-19 test results and onset of symptoms (attach documentation):	

Results of the evaluation of the COVID-19 case and all locations at the workplace that may have been visited by the COVID-19 case during the high-risk exposure period, and who may have been exposed (attach additional information):	

Notice given (within one business day, in a way that does not reveal any personal identifying information of the COVID-19 case) of the potential COVID-19 exposure to:		
All employees who were on the premises at the same worksite as the COVID-19 case during the high-risk exposure period and their authorized representatives.	**Date:**	
	Names of employees that were notified:	
Independent contractors and other employers on the premises at the same worksite as the COVID-19 case during the high-risk exposure period.	**Date:**	
	Names of individuals that were notified:	

What were the workplace conditions that could have contributed to the risk of COVID-19 exposure?		What could be done to reduce exposure to COVID-19?	
Was local health department notified?		**Date:**	

*Should an employer be made aware of a non-employee infection source COVID-19 status.

Coversheet

Approval of AdHoc Committee to Evaluate and Approve Discrete Facilities Projects for MSA-1, MSA-Santa Ana & MSA-San Diego

Section: V. Action Items
Item: H. Approval of AdHoc Committee to Evaluate and Approve Discrete Facilities Projects for MSA-1, MSA-Santa Ana & MSA-San Diego
Purpose: Vote
Submitted by:
Related Material: Appointment of Ad Hoc Committee.pdf

Board Agenda Item:	V H: Action Item
Date:	June 23, 2022
To:	Magnolia Public Schools ("**MPS**") Board of Directors ("**MPS Board**")
From:	MPS Audit/Facilities Committee
	Patrick Ontiveros, General Counsel & Director of Facilities Mustafa Sahin, Project Manager
RE:	Approval of Appointment of Ad Hoc Committee to Review and Approve Summer 2022 Capital Improvement Projects

I. Proposed Motion/Recommendation(s)

Staff recommends and moves that the Board approve the appointment of an ad hoc committee of the MPS Board of Directors (the "**MPS Board**") to review and approve capital improvement projects immediately after the appointment of an ad hoc committee through the MPS Board's first regular meeting in August 2022.

II. Background

MPS Staff has multiple capital improvement projects in process for various campuses. MPS Staff would like to complete such projects in time for, or as soon as practical following, the start of the 2022-23 school year starting in August 2022. In order to meet that deadline, these projects will need to be approved quickly. MPS Staff needs the projects approved before the next regularly scheduled MPS Board meeting. The projects include but are not limited to the following:

Campus	Project Description	Est. Cost
MSA-1	HS Building Shade structures- waiting for CDE's approval to use ESSER funds	120,000
MSA-1	Painting inside of the both buildings, waiting for 2 more proposals	150,000
MSA-1	Bullet proof window screens, waiting for 2 more proposals	40,000
	Subtotal	310,000
	Contingency (20%)	62,000
	Total	422,000

220623 - MPS - Appointment of Ad Hoc Committee

Audit/Facilities Committee &
Board of Directors Report
Page 2

Campus	Project Description	Est. Cost
MSA-SD	Shade Structures, waiting for SDUSD approval	111,460
MSA-SD	Two Digital Signs, waiting for SDUSD approval	40,000
MSA-SD	Adding sink/partitions, waiting for SDUSD approval	50,000
MSA-SD	Maintenance Ramps	10,000
MSA-SD	Paving project	15,000
MSA-SD	Landscaping	30,000
MSA-SD	DSA Close-out	50,000
	Subtotal	306,460
	Contingency (20%)	61,292
	Total	367,752
MSA-SA	Campus entrance: Main Iron gate, Privacy Metal Screen	10,000
MSA-SA	Buzzer System with Security Camera at the pedestrian entrance, vehicle entrance, and main entrance	10,000
MSA-SA	Security gates for parking lot / playground access	30,000
MSA-SA	Blinds in the classrooms	10,000
MSA-SA	Artificial grass	40,000
MSA-SA	Art covering 2nd floor windows (street side) and covering all indoor glass windows	30,000
MSA-SA	Chain link fence slats at the playground area	10,000
MSA-SA	Playground Surfacing Replacement and Periodic Maintenance of Kindergarten Play Surface	33,000
MSA-SA	Repair of Drainage in the Back of the School Building	20,000
	Sub-Total	193,000
	Contingency (20%)	38,600
	Total	231,600

MSA-1 expects to pay for MSA-1's capital improvement projects with funds from its reserves. MSA-SD expects to pay for MSA-SD's capital improvement projects with funds from its San Diego Repair and Replacement Subaccount, established at the time of the 2017 tax exempt bond financing. MSA-SA expects to pay for its projects with proceeds from its reserves. In each instance, MPS Staff will confer with the Finance Department before undertaking any project to insure the source of funds is identified and sufficient funds are available.

220623 - MPS - Appointment of Ad Hoc Committee

Audit/Facilities Committee &
Board of Directors Report
Page 3

The MPS Board may appoint an ad hoc committee so long as it is for a specific purpose and a finite duration. In this case, the ad hoc committee will be specifically formed to approve projects for MSA-1, MSA-SD, and MSA-SA and will terminate immediately before the MPS Board's first regularly scheduled August 2022 meeting.

III.   Conclusion / Budget Impact

The final budget impact will depend on the final price for each project. As final pricing on the aforementioned projects is received, it will be discussed with the MPS Finance Department to confirm the availability of funds for the project. Following such review and if approved, the project or projects will be presented to the ad hoc committee for approval.

Coversheet

Approval of CLI Capital as a Lender to Magnolia Educational & Research Foundation (MERF)

Section: V. Action Items
Item: I. Approval of CLI Capital as a Lender to Magnolia Educational & Research Foundation (MERF)
Purpose: Vote
Submitted by:
Related Material: CLI Capital as a Lender to MPS and its Affiliates.pdf

Board Agenda Item: V I: Action Item

Date: June 23, 2022

To: Magnolia Public Schools ("**MPS**") Board of Directors ("**MPS Board**")

From: MPS Audit/Facilities Committee

Patrick Ontiveros, General Counsel & Director of Facilities
Mustafa Sahin, Project Manager

RE: Approval of CLI Capital as a Lender to MPS and its Affiliates

I.   Proposed Motion/Recommendation(s)

Staff recommends and moves that the Board approve CLI Capital ("**CLI**") as a lender to MPS and its affiliates for such projects and purposes as MPS's CEO and Superintendent, CFO, and other C-Team staff members may deem necessary and appropriate and in the best interests of MPS and its affiliates

II.   Background

According to its website "*CLI Capital is a private Real Estate Investment Trust. For over 60 years, CLI has provided creative financing solutions for specialty real estate projects. As a direct lender, we pride ourselves on providing innovative credit structures in a responsive manner. Our current areas of focus are in the education and healthcare sectors. We specialize in bridge financing needs, interim construction projects, and semi-permanent loans in these sectors.*" CLI Capital is headquartered in Amarillo, Texas.

CLI has been in business since the 1960s and has financed over $2 billion in charter school projects since their first charter school transaction in 2011.

III.   Conclusion / Budget Impact

There are no immediate budget impacts to MPS. MPS Staff will evaluate each possible transaction with CLI on a case by case basis.

220623 - MPS - Report re CLI Capital

Coversheet

Election of Board Members to Magnolia Properties Management, Inc

Section: V. Action Items
Item: J. Election of Board Members to Magnolia Properties
Management, Inc
Purpose: Vote
Submitted by:
Related Material: New Director to the Magnolia Properties Management, Inc..pdf

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Board Agenda Item:	V J: Action Item
Date:	June 23, 2022
To:	Magnolia Public Schools ("**MPS**") Board of Directors ("**MPS Board**")
From:	Alfredo Rubalcava, Chief Executive Officer and Superintendent
	Patrick Ontiveros, General Counsel & Director of Facilities
	Mustafa Sahin, Project Manager
RE:	Removal of an Existing Director and Appointment of a New Director to the Magnolia Properties Management, Inc. Board of Directors

I.   Proposed Motion/Recommendation(s)

Staff recommends and moves that the MPS Board of Directors (the "**MPS Board**") remove Director Haim Beliak from the Board of Directors of Magnolia Properties Management, Inc. and replace him with Dr. Salih Dikbas, Ph.D.

II.   Background

Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") is a California nonprofit public benefit corporation and a tax exempt organization under Section 501(c)(3) of the Internal Revenue Code of 1986 ("**IRC**"). Magnolia Properties Management, Inc. is a California nonprofit public benefit corporation ("**MPM**") and a tax exempt organization under Section 501(c)(3) of the IRC and was formed and is operated exclusively to support MPS. MPS is MPM's sponsor.

Section 2 of Article III of MPM's Bylaws provides as follows: "*[t]he 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").*" Section 3 of Article III of MPM's Bylaws provides as follows: *"[MPS, the Sponsor], acting through its Board of Directors, shall designate the Directors of the corporation. Each Director designated by the [MPS] shall serve for such term of office as is designated by the [MPS]."* Further, Section 5 of Article III of MPM's Bylaws provides as follows: "[An MPM] Director may be removed at any time for any reason by the Sponsor."

III.   Conclusion / Budget Impact

There is no budget impact to MPS.

220623 - MPS - Appointment of MPM Director

Coversheet

Approval of CEO Comparable Compensation Data

Section: V. Action Items
Item: K. Approval of CEO Comparable Compensation Data
Purpose: Vote
Submitted by:
Related Material:
Summary of Compensation & Benefits Survey Data for CEO.pdf

Magnolia Public Schools Governing Board

**Summary of Compensation and Benefits Survey Data for
CEO/Superintendent**

June 2022

Prior to any Board action to approve any decisions regarding executive compensation (including approval of base salary increases, incentive compensation, bonuses, etc.), the Board must first exercise due diligence (review of comparable compensation practices) to ensure compliance with IRS restrictions on excess compensation for nonprofit executives, including a charter school Chief Executive Officer ("CEO") and/or Superintendent. The Board's review and approval of the executive compensation must occur: initially upon hiring the executive; whenever the term of employment, if any, is renewed or extended; and whenever the officer's compensation is modified. However, separate review and approval is not required if the modification of compensation extends to substantially all employees.

In reviewing the reasonableness of compensation for nonprofit executives, the IRS considers "compensation" broadly and will look at the value of salary, as well as non-fixed compensation (incentive compensation/bonuses), and benefits. If the IRS determines compensation is not reasonable, severe consequences may result.

The following is a summary of findings following review and comparison of a sampling of total compensation levels received by public school leaders in Southern California. Compensation figures are from the State Controller's Office for the 2020 calendar year (the most recent available). Student enrollment figures are from the California Department of Education for the 2020-21 school year. The CEO/Superintendent of Magnolia Charter Schools oversees ten public schools in Los Angeles, Orange, and San Diego Counties with a total population of approximately 4,000 students. Based on these facts, this study compared salary packages of similarly situated public school leaders. The five school districts and three charter schools surveyed in this summary have an average population of approximately 4,022 students. Of the schools sampled, the average total compensation package (base salary plus other compensation) for school leaders is approximately $312,317. The average base salary is approximately $257,091. The range of base salaries is $213,792 to $315,113.

These salaries are from the 2020 calendar year, so conservatively adding 3% to 7% to the base salary average for 2022 would provide an average range of $264,804 to $275,087.

Cypress Elementary School District (Orange County)	3,923 Students
Superintendent	
Total Compensation Package	**$281,724**
Base Salary	$232,751
Other compensation (benefits and retirement)	$48,973
Buena Park Elementary School District (Orange County)	**4,552 Students**
Superintendent	
Total Compensation Package	**$295,937**
Base Salary	$236,453
Other Compensation (benefits and retirement)	$59,484
Granada Hills Charter High School (Los Angeles County)	**4,698 Students**
Executive Director	
Total Compensation Package	**$349,636**
Base Salary	$315,113
Other Compensation (benefits and retirement)	$34,523
El Segundo Unified School District (Los Angeles County)	**3,453 Students**
Superintendent	
Total Compensation Package	**$328,360**
Base Salary	$260,300
Other compensation (benefits and retirement)	$68,060
South Pasadena Unified School District (Los Angeles County)	**4,770 Students**
Superintendent	
Total Compensation Package	**$337,796**
Base Salary	$278,289
Other compensation (benefits and retirement)	$59,507
El Camino Real Charter High School (Los Angeles County)	**3,562 Students**
Executive Director	
Total Compensation Package	**$262,210**
Base Salary	$215,118
Other compensation (benefits and retirement)	$47,092
Equitas Academy Charter School (Los Angeles County)	**1,680 Students**
Chief Executive Officer	
Total Compensation Package	**$371,378**
Base Salary	$304,913
Other compensation (benefits and retirement)	$66,465
National Elementary School District (San Diego County)	**5,536 Students**
Superintendent	
Total Compensation Package	**$271,498**
Base Salary	$213,792
Other compensation (benefits and retirement)	$57,706

Coversheet

Approval of CEO Metrics, Evaluation Measures, and Contract Renewal

Section: V. Action Items
Item: L. Approval of CEO Metrics, Evaluation Measures, and
Contract Renewal
Purpose: Vote
Submitted by:
Related Material:
MPS CEO and Superintendent Agreement At-Will Agreement 2022-23.pdf

AT-WILL EMPLOYMENT AGREEMENT
Between
MAGNOLIA EDUCATIONAL & EDUCATIONAL FOUNDATION & ALFREDO RUBALCAVA

THIS EMPLOYMENT AGREEMENT ("Agreement") is entered into by and between the above-named employee ("Employee") and the Governing Board ("Board") of Magnolia Educational & Research Foundation dba Magnolia Public Schools ("MPS"), a California non-profit public benefit corporation operating public charter schools approved by the State Board of Education, Los Angeles County Office of Education, the Los Angeles Unified School District, and the San Diego Unified School District ("Granting Agencies"). The Board desires to hire employees who will assist MPS in achieving the goals and meeting the requirements of MPS's charters and implementing MPS's purposes, policies, and procedures. The parties recognize that MPS is not governed by the provisions of the California Education Code, except as expressly set forth in the Charter Schools Act of 1992.

WHEREAS, MPS and the Employee wish to enter into an employment relationship under the conditions set forth herein, the parties hereby agree as follows:

A.   STATUTORY PROVISIONS RELATING TO CHARTER SCHOOL EMPLOYMENT

1.   MPS has been established and operates pursuant to the Charter Schools Act of 1992, Education Code section 47600, *et seq*. MPS has been duly approved by the Granting Agencies, according to the laws of the State of California.

2.   Pursuant to Education Code section 47604, MPS has elected to be formed and to operate as a nonprofit public benefit corporation pursuant to the Non-Profit Public Benefit Corporation Law of California (Part 2, commencing with section 5110 *et seq*. of the Corporations Code). As such, MPS is considered a separate legal entity from the Granting Agencies, which granted the charter. The Granting Agencies shall not be liable for any debts and obligations of MPS, and the employee signing below expressly recognizes that he is being employed by MPS and not the Granting Agencies.

3.   Pursuant to Education Code section 47610, MPS must comply with all of the provisions set forth in its charters, but is otherwise exempt from the laws governing school districts except as specified in Education Code section 47610.

4.   MPS shall be deemed the exclusive public school employer of the employees at MPS for purposes of Government Code section 3540.1.

B.   EMPLOYMENT TERMS AND CONDITIONS

1.   **Duties**

The Employee shall work in the position of **Chief Executive Officer/Superintendent**. The Employee will perform the duties of the job position and such duties as MPS may reasonably assign and the Employee will abide by all of MPS's policies and procedures as adopted and amended from time to time.

Employee further agrees to abide by MPS's charter.

A copy of the job description for the above position is attached hereto and incorporated by reference herein. These duties may be amended from time to time in the sole discretion of MPS.

Additionally, the Employee shall meet the performance objectives set by the Board as outlined in the Board Evaluation Metrics, which will be developed and finalized by mutual agreement of the Board and the Employee within ninety (90) days of the execution of this Agreement. The Board Evaluation Metrics and any other objectives assigned will be reviewed in evaluating the Employee's performance.

2.   **<u>Work Schedule</u>**

The minimum daily work schedule for this **full-time** position shall be Monday through Friday, with eight (8) daily work hours. While the Employee shall be available onsite during this time period, the duties of this position may require work on weekends, and before and after the regular work year or hours of the work day, including but not limited to attendance at evening meetings, participation in evening and after-hour phone conferences, and performance of any other duties. The Employee may also be required to perform work in a remote capacity as assigned by the Board or required by law.

Workdays for the Employee shall be consistent with the applicable calendar of workdays for this position. The current year schedule is attached hereto and incorporated by reference herein.

The Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during contracted work hours with MPS.

3.   **<u>Compensation</u>**

The annual compensation for this position shall be **$248,500**, subject to all regular withholdings, and paid semi-monthly, in twenty-four (24) pay periods. The Employee's compensation may be prorated depending on whether he remains employed, or in active work status, for the entire year. As an exempt employee, the Employee shall not be eligible to earn overtime.

4.   **<u>Benefits</u>**:

   a.   **<u>Health/Retirement Benefits</u>.** At MPS's expense, the Employee shall be afforded such health and other benefits of employment as shall be granted to MPS's other employees, including entitlement to participation in STRS or PERS.

   b.   **<u>Vacation/Sick Leave</u>.** The Employee is entitled to accrue vacation and paid sick leave as stated in the Employee Handbook. Vacation days may be used by the Employee subject to the prior approval of the Board.

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c. **Professional Dues.** The Employee is entitled to reimbursement for professional memberships and dues related to education or management up to one thousand ($1000) dollars per fiscal year.

5. **Performance Evaluation**

The Board shall evaluate the performance of CEO/Superintendent twice per fiscal year. This evaluation shall be based on the job description and performance objectives as defined in the Board Evaluation Metrics. Board Evaluation Metrics may be amended by the Board throughout the year as necessary. If applicable, the evaluation shall include recommendations as to areas of improvement in all instances where the Board deems such to be necessary or appropriate. A copy of the written evaluation shall be delivered to the Employee and he shall have the right to make an oral or written response to the evaluation. Within thirty (30) days of the delivery of the written evaluation to the Employee, the Board shall meet with the Employee to discuss the evaluation. Failure to evaluate the Employee shall not impair the Board's ability to release the Employee on an at-will basis as outlined below.

6. **Employee Rights**

Employment rights and benefits for employment at MPS shall only be as specified in this Employment Agreement, MPS's charters, the Charter Schools Act and MPS's Employee Handbook, which from time to time may be amended and modified by MPS. Employment rights and benefits may be affected by other applicable agreements or directives or advisories from the California Department of Education or the State Board of Education. During the term of this Agreement, the Employee shall not acquire or accrue tenure, or any employment rights with MPS.

7. **Licensure**

The Employee understands that employment is contingent upon verification and maintenance of any applicable licensure and/or credentials.

8. **Child Abuse and Neglect Reporting**

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

9.   **Fingerprinting/TB Clearance**

Fingerprint clearance for the Employee will be acquired through submitting the Employee's fingerprints to the California Department of Justice. The Employee will be required to assume the cost of all fees related to the fingerprinting process. The Employee will be required to submit evidence from a licensed physician and/or licensed entity that the Employee was found to be free from tuberculosis risk factors, or active tuberculosis, if risk factors were identified. Both clearances must be in place prior to the first day of service.

10.   **Conflicts of Interest**

The Employee understands that, while employed at MPS, he will have access to confidential and proprietary information. The Employee therefore shall not maintain employment or contracts for employment, or engage in any consultant or independent contractor relationship, with any other agency or school that will in any way conflict with his employment with MPS.

11.   **Outside Professional Activities**

Upon obtaining prior written approval of the Board, the Employee may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours. MPS shall in no way be responsible for any expenses attendant to the performance of such outside activities.

12.   **Expense Reimbursement**

MPS shall reimburse the Employee for all documented actual and necessary expenses personally incurred within the scope of employment in accordance with applicable MPS policy and authorization.

13.   **Telework**

The Employee may be required to perform some or all the duties of this position in a telework/remote capacity, as assigned by the Board, and consistent with the MPS Telework Policy.

14.   **Required Contract Provisions**

The following provisions are required to be included in this Agreement by the California Government Code:

a.   **Limitations on Cash Settlement**

In no case upon termination of this Agreement shall the maximum cash settlement exceed an amount equal to the monthly salary of Employee multiplied by twelve (12).

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b. **Required Reimbursements**

The Employee shall be required to reimburse MPS for any salary or fees he receives from MPS in relation to his placement on paid administrative leave pending criminal charges if he is convicted of a crime involving the abuse of office/position. Regardless of the term of this Agreement, if the Agreement is terminated, the Employee must reimburse MPS for any cash settlement he receives in relation to his termination if he is convicted of a crime involving the abuse of office/position.

C. EMPLOYMENT AT-WILL

MPS may terminate this Agreement and the Employee's employment at any time with or without cause, with or without advance notice, and at MPS's sole and unreviewable discretion. Either party may immediately terminate this Agreement and the Employee's employment upon written notice to the other party.

The Employee also may be demoted or disciplined and the terms of his employment may be altered at any time, with or without cause, at the discretion of MPS. No one other than the Board has the authority to alter this arrangement, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to the terms of this Agreement, and any such agreement must be in writing and must be signed by the Board and by the affected employee and must specifically state the intention to alter this "at-will" relationship.

In the event of charter revocation or non-renewal, all contractual obligations under this Agreement cease immediately upon the effective date of revocation or non-renewal.

D. GENERAL PROVISIONS

1. **Waiver of Breach**

The waiver by either party, or the failure of either party to claim a breach of any provision of this Agreement, will not operate or be construed as a waiver of any subsequent breach.

2. **Assignment**

The rights and obligations of the respective parties under the Agreement will inure to the benefit of and will be binding upon the heirs, legal representatives, successors and assigns of the parties hereto; provided, however, that this Agreement will not be assignable by either party without prior written consent of the other party.

3. **Governing Law**

This Agreement will be governed by, construed, and enforced in accordance with the laws of the State of California.

4.   **Partial Invalidity**

If any provision of this Agreement is found to be invalid or unenforceable by any court, the remaining provisions hereof will remain in effect unless such partial invalidity or unenforceability would defeat an essential business purpose of the Agreement.

E.   ACCEPTANCE OF EMPLOYMENT

By signing below, the Employee declares as follows:

1.   I have read this Agreement and accept employment with MPS on the terms specified herein.

2.   All information I have provided to MPS related to my employment is true and accurate.

3.   A copy of the job description is attached hereto.

4.   This is the entire agreement between MPS and me regarding the terms and conditions of my employment. This is a final and complete agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement.

Employee Signature: _____   Date: _____

Alfredo Rubalcava, CEO/Superintendent

MPS Approval:

MPS Board Signature: _____   Date: _____

_____, MPS Board Chair

This Employment Agreement is subject to ratification
and approval by the Governing Board of MPS.