



Magnolia Public Schools

Regular Board Meeting

Date and Time

Thursday February 24, 2022 at 6:00 PM PST

Location

<https://zoom.us/j/97856064990?pwd=MHhBZCtGT0xEMIZpNEZQZVJ3RDZBPZz09>

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

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. Information/Discussion Items			6:13 PM
A. Glows, Grows & Priorities Presentations	Discuss		90 m
<ul style="list-style-type: none"> • Magnolia Science Academy-1 • Magnolia Science Academy-2 • Magnolia Science Academy-3 • Magnolia Science Academy-5 			
B. Local Control and Accountability Plans (LCAP) Mid-Year Update	Discuss	D.Yilmaz	30 m
C. Annual Authorizer Oversight Reports for MSA 1, 2, 3 & 5	Discuss	S.Budhraj	10 m
III. Action Items			8:23 PM
A. Approval of Amended and Restated MPS Bylaws	Vote	A.Rubalcava	10 m
IV. Closing Items			8:33 PM
A. Adjourn Meeting	Vote		1 m

Coversheet

Glow, Grows & Priorities Presentations

Section: II. Information/Discussion Items
Item: A. Glow, Grows & Priorities Presentations
Purpose: Discuss
Submitted by:
Related Material: MSA-2 GGP.pdf
MSA-1 GGP.pdf
MSA-5 GGP.pdf
MSA-3 GGP.pdf



GLOWS, GROWS, & PRIORITIES

2021-2022



MSA-2 DEMOGRAPHICS

SPED Students 17.5%

Free/Reduced Lunch: 82.8 %

EL Students: 14.94%

Hispanic/Latino: 89.4

GATE Students: 8 %

Asian: 4%

White: 4%

African American: 2%

Homeless/FY: 1.2 %



MPS Historical Enrollment					
	2017-18	2018-19	2019-20	2020-21	2021-22
MSA-2	471	437	435	464	502

* Data from CALPADS Fall 1 Certification
 Powered by BoardOnTrack



HIGHLIGHTS



COLLEGE PREPAREDNESS



AP Classes

Computer
Spanish

Dual Enrollment

College Counseling 20
English 101
History 7
Communications 101
Health 11

Dual Enrollment

College Counseling 20
English 101
History 7
Communications 101
Health 11

Special Courses

Senior Seminar
Financial Algebra
Digital Art
Ethnic Studies

GLOWS



- 100% of students have technology devices-Chromebook/Headphones
- Approximately 40 students attend Saturday School program weekly zoom/in person
- Over 40 students enroll in college courses
- Student-driven SEL support (High school mentor SEL support to middle school students)
- One-on-one mental health support with school psychologist
- Conducted virtual risk assessments
- Follow up with PMRT and Department of Mental Health
- 93.5% average daily attendance over first 4 months
- Made 56 home visits
- Weekly lessons during advisory/SSR classes on ZONES of Regulation
- Utilizes the Edhesive Professional Learning Course for AP Computer Science curriculum.Supporting students in being able to pass the AP exam in May,
- Thanksgiving CAP Camp
- Using online programs very efficient
- Enrollment
- PBIS Bronze Medal
- CIF Sports
- IXL Math and ELA
- 40 GATE students

- 
- Increase efficiency of after school programs / small groups / clubs / office hours
 - Increase student engagement in learning
 - Decrease students behavior issues following return from distance learning
 - Decrease quantity of students failing courses
 - Increase social-emotional support to students
 - Decrease Teachers Absenteeism-Covid/Close Contact
 - Increase engagement in Independent Study
 - Increase effectiveness of short term Independent Study
 - Improve competitiveness in CIF Sports
 - Obtain private non-LAUSD facility

PRIORITIES



- Saturday School
- After School Tutoring
- Think Together Collaboration
- ELD/SPED Support
- A+Math Clubs/Competitions
- Friday Coffee With the Principal
- PBIS
- Online Programs
- New Non-LAUSD Private Facilities
- Increase CIF sports facility access & become full CIF member
- Recruit our Alumni for professional opportunities at MSA2
- Build Alumni network to provide career and social emotional support
- Follow-up our Students- College Students (6th - 16th Grade)
- WASC Accreditation
- LACOE Renewal

PARENT & COMMUNITY ENGAGEMENT

- Parent Technology and Parenting Classes
- School Site Council/ PTF Meetings
- ELAC/ Title 1 Meetings
- Parent-Teacher Conferences

- | | |
|-------------------------|---------------------|
| ★ ALEKS | ★ Google Classroom |
| ★ IXL | ★ Kahoot |
| ★ MyOn | ★ Naviance |
| ★ Khan Academy | ★ Gizmo |
| ★ Quizz | ★ Quill |
| ★ Boardwork | ★ Standard Plus |
| ★ McGraw Hill ConnectEd | ★ Genius Generation |
| | ★ Edgenuity (I.S.) |

MSA-2 ACTIVITIES



Student Activities

ASB Committee

PBIS Events

Day of the Dead Festival

Fall / Halloween Festival

Senior Halloween Event

Senior Car Wash

CAP Camping

Ice Cream Truck Fridays

Student vs Alumni Volleyball Game

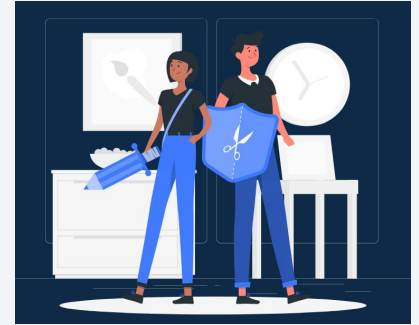
Staff vs Students Sports

Vaccination Event

College Intros

Music Center on Tour

Music Club



Staff Activities

MPS Wide Department Meetings

WASC Focus Group Meetings

Staff Weekly PDs

LACOE PBIS Meetings

Monthly Staff Activity (Karaoke)

Parent Activities

Weekly Coffee with the Principal

English Classes

Parent Bridge Education Program

Title I Meetings

ELAC Meetings

SSC Meetings

College Counselor Workshop for Parents



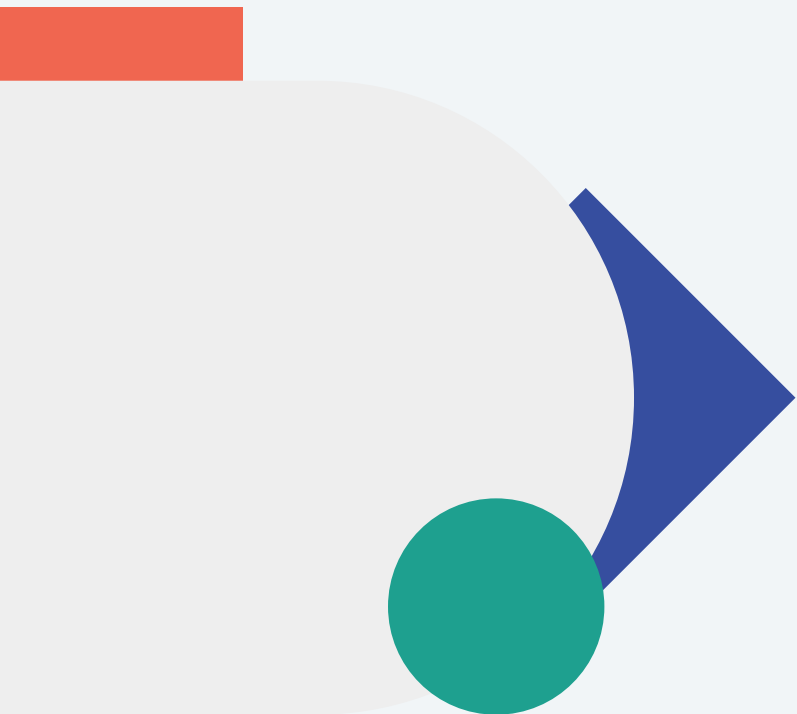
MSA-2 MUSTANGS - CIF SPORTS



PBIS



DATA





IXL DATA - ELA & MATH

SCHOOL ACHIEVEMENT

[School achievement summary >](#)

THIS YEAR, WE'VE ANSWERED

3 8 7, 1 5 8

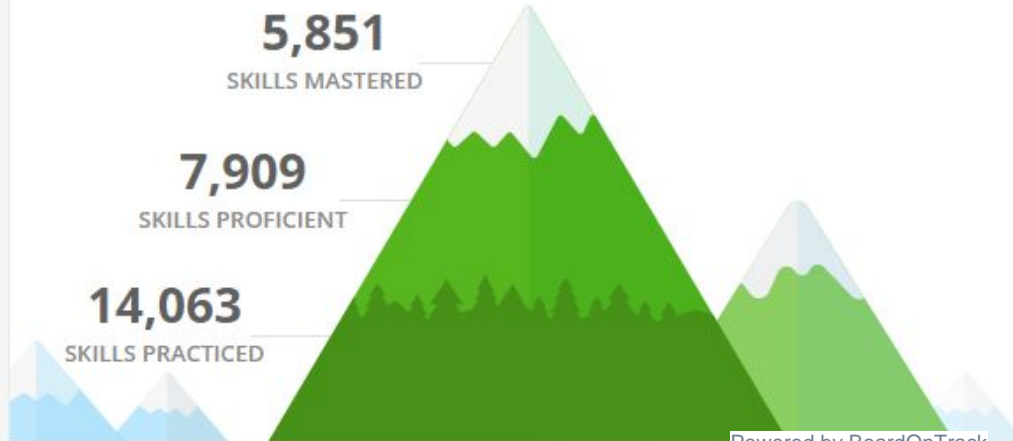
QUESTIONS!

NOVEMBER

Goal achieved—way to go!

71,650

SKILL PROGRESS SUMMARY



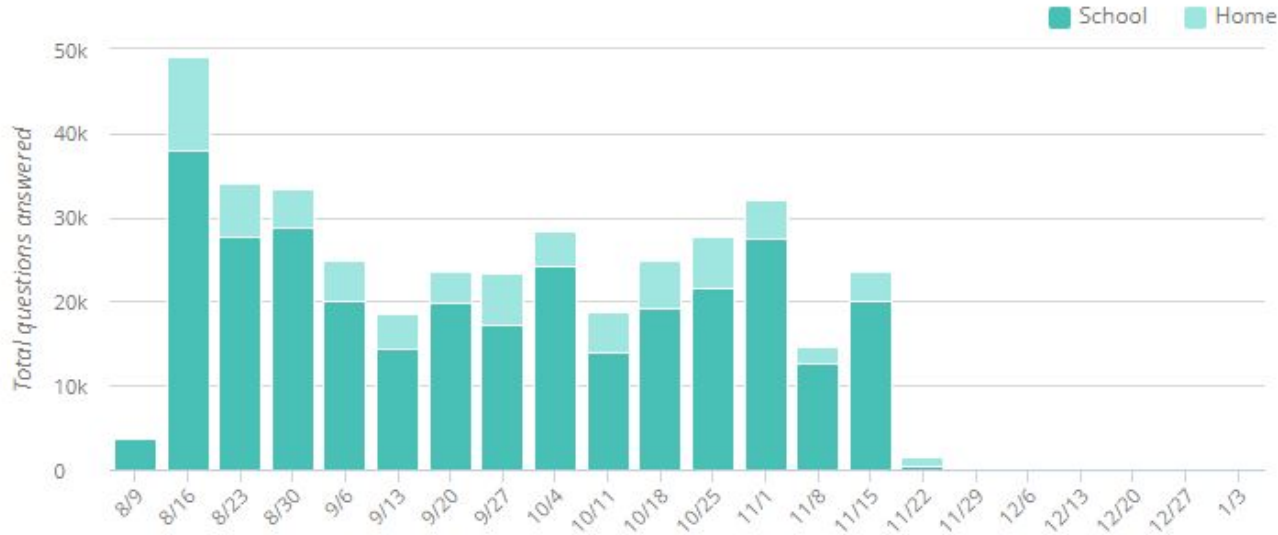
TIME SPENT





IXL DATA - ELA & MATH

EXTEND STUDENT LEARNING



Your 4-week average: **27% home**

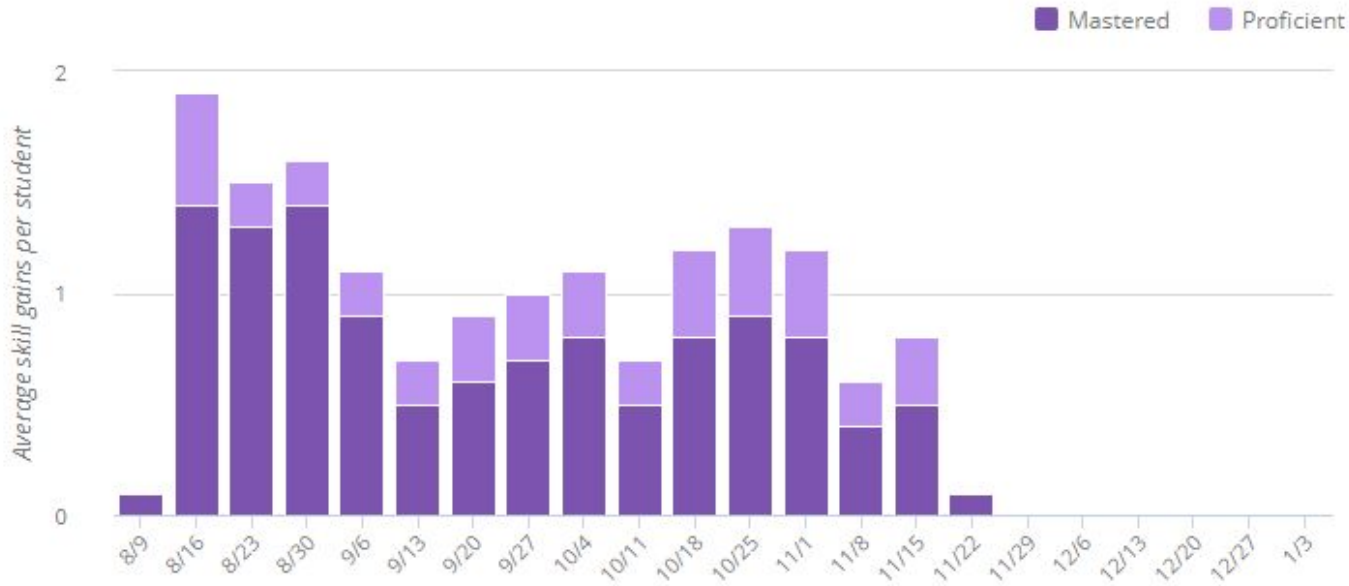
IXL's recommended goal: **10%** [See strategies](#)

IXL is built for anywhere, anytime learning. We recommend using IXL from both school and home to ensure your students get the most out of their IXL experience.

Collectively this school year, your students have extended their learning time by answering over 73,000 questions from home.

IXL DATA - ELA & MATH

BUILDING MASTERY



Your 4-week average: **0.6 proficient**



IXL's recommended goal: **1**

[See strategies](#) ▾

Powered by BoardOnTrack

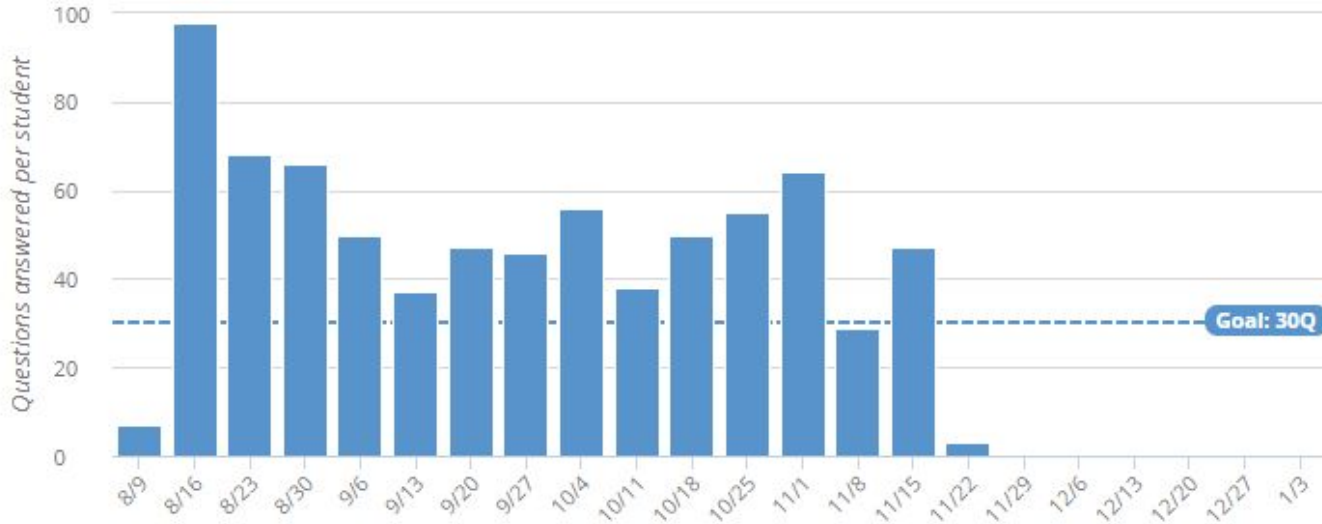
IXL's SmartScore is based on a proprietary algorithm that combines accuracy, consistency, and question difficulty to authentically gauge student mastery of a topic.

Research shows that striving toward mastery (a SmartScore of 100) is the most effective way to drive student growth on state assessments. Mastery isn't the only goal that impacts learning, however. Achieving proficiency (a SmartScore of 80+) has also been proven to lead to improved student outcomes.



IXL DATA - ELA & MATH

THE IXL EFFECT



Your 4-week average: **36 questions**



IXL's recommended goal: **30**

[See strategies](#) ▼

Schools across the United States are experiencing the IXL Effect, and you can, too. Research shows that answering at least 30 questions per week has a measurable impact on student outcomes.

Already meeting that goal? Aiming for 60 or 130 questions per week has been shown to have an even bigger impact on student success.

[Learn more](#) about the IXL Effect.

MSA-2 SBAC GROWTH DATA 2021-22



English

2021 Student Growth Scores - ELA (4-8)		
growthscore	n_growthscores	decilerank
107.1	247	8
English Learners		
growthscore	n_growthscores	decilerank
99.8	99	6
SED: Socioeconomically Disadvantaged		
growthscore	n_growthscores	decilerank
106.2	223	8
SWD: Students with Disabilities		
growthscore	n_growthscores	decilerank
88.0	43	4
RFP: Reclassified Fluent English Proficient (RFEP) Only		
growthscore	n_growthscores	decilerank
103.9	64	6

Math

2021 Student Growth Scores - Math (4-8)		
growthscore	n_growthscores	decilerank
117.1	247	9
English Learners		
growthscore	n_growthscores	decilerank
107.6	99	7
SED: Socioeconomically Disadvantaged		
growthscore	n_growthscores	decilerank
111.7	223	9
SWD: Students with Disabilities		
growthscore	n_growthscores	decilerank
98.1	43	6
RFP: Reclassified Fluent English Proficient (RFEP) Only		
growthscore	n_growthscores	decilerank
105.5	64	6

MSA-2 DATA 2021-22



AP FIVE-YEAR SCHOOL SCORE SUMMARY						
MSA-2	Total AP Students	45	43	54	49	24
	Number of Exams	71	89	71	66	26
	AP Students with Scores 3+	21	19	24	30	11
	% of Total AP Students with Scores 3+	46.7%	44.2%	44.4%	61.2%	45.83%

2020-21 FOUR-YEAR ADJUSTED COHORT GRADUATION RATE									
	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	% of Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	% of Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma	% of Graduates Earning a Golden State Seal Merit Diploma
MSA-2	42	39	92.9 %	36	92.3	12	30.8%	13	33.3%

2020-21 FOUR-YEAR ADJUSTED COHORT OUTCOME										
	Cohort Students	Regular HS Diploma Graduates	CHSPE Completers	Adult Education H.S. Diploma	Special Education Certificate of Completion	GED Completers	Other Transfers	Still Enrolled	Dropouts	Cohort Dropout Rate
MSA-2	42	39	1	0	0	0	0	2	0	0.0%

MSA-2 NWEA MAP DATA 2021-22



This data shows how many students met their growth targets from fall to spring.									Math	Reading		
								MSA2	67.4%	65.0%		
MSA2	Math							MSA2	Reading			
	Grade	Count with projection	Count met projection	Percent met projection	CGI			Grade	Count with projection	Count met projection	Percent met projection	CGI
	6	95	53		0.83			6	87	59		1.88
	7	86	56		2.62			7	79	48		1.45
	8	79	57		1.59			8	79	53		1.82
	9	44	33		2.23			9	41	26		1.25
	10	44	28		3.09			10	42	27		2.49
	11	41	35		3.27			11	38	25		1.79
	Overall	389	262	67.4%	2.05			Overall	366	238	65.0%	1.76
				CG%ile:	98						CG%ile:	96

Student Growth Summary		
Fall 2020-21 to Fall 2021-22		
School Wide	Math	Reading
MSA2	33.40%	46.30%



MSA-2 NWEA MAP DATA 2021-22

Math - Proficiency							
	Student Count	Level 3		Level 4		Level 3 & 4	
MSA2-Spring 21	317	64	20.19%	39	12.30%	103	32.49%
MSA2-Fall 21	313	28	8.95%	12	3.83%	40	12.78%
Reading - Proficiency							
	Student Count	Level 3		Level 4		Level 3 & 4	
MSA2-Spring 21	314	123	39.17%	33	10.51%	156	49.68%
MSA2-Fall 21	317	95	29.97%	22	6.94%	117	36.91%

MSA-2 IAB DATA 2021-22



IAB Math Export

53.52%

Column Order ⓘ

41 empty rows Display value as

Organization Assessment Grade Assessment Academic Year Subgroup ← →

Show Hide Percent Number

Organization	Assessment Grade	Assessment	Academic Year	Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Below Standard	Near Standard	Above Standard
District Magnolia Scienc...	11	High School MATH - Solve Equati...	2021-22	Overall	37		2623 ± 24	2%	67%	29%
		High School MATH - Algebra and ...	2021-22	Overall	60		2673 ± 14	5%	50%	45%
	7	Grade 7 MATH - The Number Sys...	2021-22	Overall	91		2581 ± 11	16%	56%	27%
	11	High School MATH - Seeing Struc...	2021-22	Overall	48		2656 ± 17	20%	47%	31%
	8	Grade 8 MATH - The Number Sys...	2021-22	Overall	84		2624 ± 17	23%	27%	48%
	6	Grade 6 MATH - The Number Sys...	2021-22	Overall	71		2464 ± 10	61%	36%	1%

IAB ELA Export

30.82%

Column Order ⓘ

52 empty rows Display value as

Organization Assessment Grade Assessment Academic Year Subgroup ← →

Show Hide Percent Number

Organization	Assessment Grade	Assessment	Academic Year	Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Below Standard	Near Standard	Above Standard
District Magnolia Scienc...	11	High School ELA - Read Literary ...	2021-22	Overall	42		2585 ± 14	16%	61%	21%
		High School ELA - Listen/Interpr...	2021-22	Overall	47		2556 ± 19	36%	44%	19%
	6	Grade 6 ELA - Read Literary Text...	2021-22	Overall	77		2479 ± 12	38%	50%	10%
	7	Grade 7 ELA - Read Literary Texts...	2021-22	Overall	99		2488 ± 10	47%	40%	12%
	11	High School ELA - Revision (IAB)	2021-22	Overa	56		2476 ± 15	60%	35%	23 of 701



GLOWS, GROWS, & PRIORITIES

2021-2022

MISSION & VISION



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.

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.

GLOWS



Academics:

- Continue to use data meetings to effectively roster students into different intervention programs
- Implementation of MyOn to help increase student lexile growth
- Use of peer observations and effective feedback sharing
- Teachers use IAB, MAP, and IXL data to inform their instruction
- Providing parents academic support workshops
- Providing Saturday school and after school programs for extra support
- Strengthening academic departments and role of department chair to provide guidance and support for faculty

College:

- Started 3rd dual enrollment program with Valley College
- Increased in number of the students who are taking college courses from 41 to 56
- 16 students will receive Seal of Biliteracy
- Keeping high number of AP classes (11) to maintain MSA1 as the school of choice
- Conducted home visits for 87% of seniors to inform families about their students' plans post high school
- Over 50% of seniors have received at least 1 college acceptance from a four year university
- 11th graders completed PSAT

School Climate/Culture

- Reorganized reflection committee to combine with PBIS team
- Tier I interventions awards assemblies, weekly incentives, restorative justice circles and check in check out programs have grown
- Started SOS program for suicide prevention
- Provided social emotional support padlet to students and parents
- Provided anxiety/coping skills training to grades 6 and 8
- Provided cyberbullying prevention training
- MSA 1 provides food for students
- COVID compliant
- ADA has improved compared to the past school year
- Truancy process has improved
- Provided after school clubs tailored to meet the needs of students (ex. Gender Sexuality Alliance (GSA), Self-Care Club)
- Seniors participated in a "Health Seminar" - presentations on Consent & Healthy Relationships
- CIF Sports - Volleyball, Soccer, Basketball

GROWS



Academics:

- Increase communication with parents regarding attendance and academics
- Increase student engagement in the class
- Implement strategies to help decrease the number of failing students
- Increase reclassification rate for English Learners

College:

- Continue to increase the number of students who are taking college courses
- Increase number of scholarships students receive
- Encourage students to apply to Private and Ivy League colleges
- Increase number of students completing FAFSA

School Climate/Culture

- Conduct more home visits
- Increase the number of workshops provided to parents
- Increase student participation in school assemblies
- Consistency in Monthly Assemblies
- Parent In - Person Meetings (PTF, SSC)
- Bi- Weekly Newsletters with information from our local community and resources

PRIORITIES



Academics:

- Providing different instructional models to help students
- Closely monitor our failing students and communicate with families more
- Focus on low performing sub groups (i.e. SPED and EL)
- Use data to inform instruction (i.e. MAP, IAB, IXL etc.)

College:

- Submit college and FAFSA/Dream Act applications in a timely manner
- Continue to offer college courses every semester
- Assure 100% of students graduate on time
- College and career readiness access - have alternative resources and options for students who do not want to attend college

School Climate/Culture

- Increase student engagement in the class
- Conduct more home visits

DATA



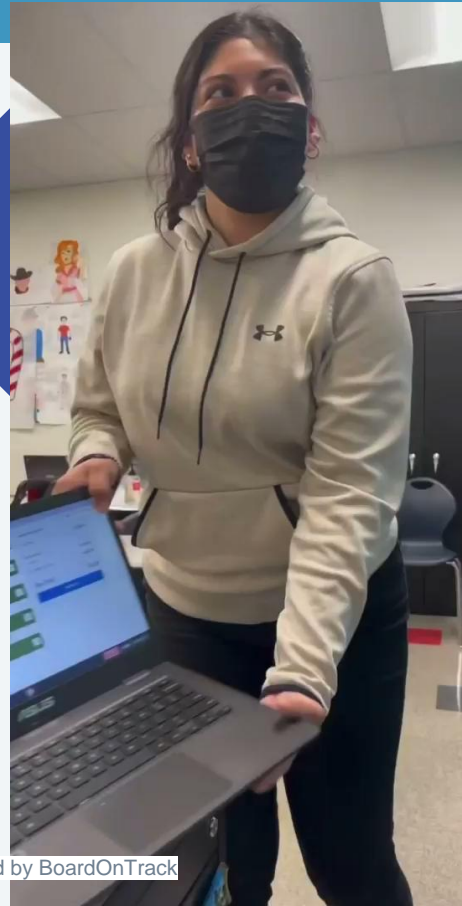
- 100% graduation rate
- 72% college and career readiness rate in Dashboard
- 97.7% ADA so far in 2020-2021
- Conducted 31 students and 35 homes have been visited
- 38% AP pass rate in 2020/2021
- 10% increase in our enrollment (total of 715 students)
- 91.32% student retention rate
- 4955 books have been read in MyOn, and AVERAGE Lexile Growth (per Grade)+41.7L (as of this morning
- 19 students got reclassified out of 159 EL students, 12%

COLLEGE SPOTLIGHT



49/73 seniors applied to a four year university

Over 50% of students who applied to a four year university have already received at least one acceptance



SCHOOL CULTURE & EVENTS



CIF Volleyball



Students Run LA



GSA



Dia De Los Muertos



Senior Sunrise



Cultural Piñatas



GLOWS, GROWS, & PRIORITIES

2021-2022



HIGHLIGHTS

Selected Best Middle School by US News
Ranked 7 on Greatschools.org

GLOWS - Where we shine...



- Compared to surrounding middle/high schools, special population groups score higher on the CAASPP ELA and Math
- 100% graduation rate
- Attendance rate is 92% ADA
- Safe and orderly learning environment; 0% Suspension/Expulsion rate for the last 3 school years.
- Was able to start the school-year fully staffed
- Smooth transition during the relocation and able to retain 80% of the student population
- Two trips per grade level in 2021-22

GROWS



- Successful implementation of MTSS
- Retain all of our students
- Robust sport programs
- Dual-Enrollment
- More AP Courses

PRIORITIES

- MSA5's permanent site location is in progress. The tentative site is located in Winnetka, CA only 2.6 miles from our current campus.
- Transition plan to the future site
- The enrollment target is 250 students for 22-23



MAGNOLIA SCIENCE ACADEMY-3

WELCOME !



MISSION & VISION

Mission:

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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.

Highlights



- **Mitigating the learning loss:**Power classes, TutorMe partnership, Saturday School are in place to support our students.
- **Dual Enrollment:** Students (grades 9-12) are enrolled in College Courses at Los Angeles Valley College & are receiving transferable college credit.
 - **Spring 2021-** Psychology 001 - 14 students passed the class
 - **Fall 2021** - Counseling 004 - 19 students passed the class
 - **Fall 2021** - Cinema 107 - 19 students passed the class
 - **Spring 2022-** Sociology 001 - 13 taking
 - **Spring 2022-** Communication 101 - 8 taking

Highlights

The logo features the word "SEED" in large, bold, green capital letters. Below it, the word "To" is written in a smaller, green, sans-serif font. At the bottom, the word "SUCCESS" is written in large, bold, green capital letters. The text is centered within a white rectangular area that has a rounded top-left corner. To the left of this area is a vertical red bar, and below it is a teal circle.

SEED
To
SUCCESS

- **Mentoring Program:** Using the MTSS Seed grant, we established mentoring program to support and coach students who need academic and social support.
 - Currently we have 10 mentors and 50 students in the program.
- **Pandemic related tasks:** MSA-3 Admin did a great job with all the Pandemic related procedures: mask, Covid-19 testing, vaccination, substitute, Independent study tasks etc.

Highlights

More than half of the senior class students have been accepted to 4-year universities already.

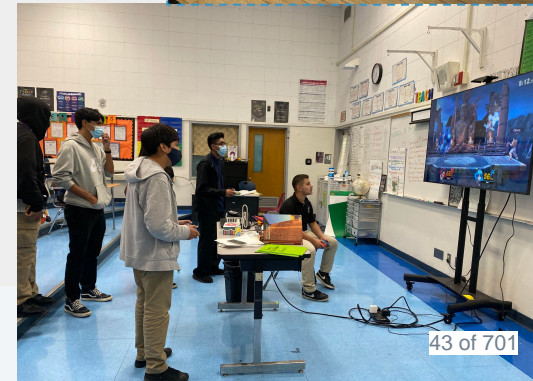
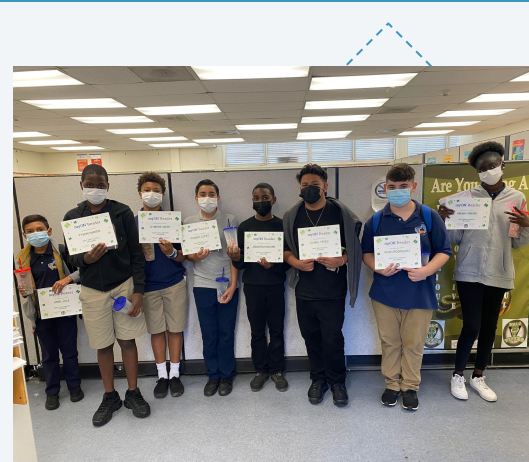
One of the greatest moments of the college acceptances happened when a group of students who applied the CSULB got their acceptances at the same time. Their joy is captured in the video →



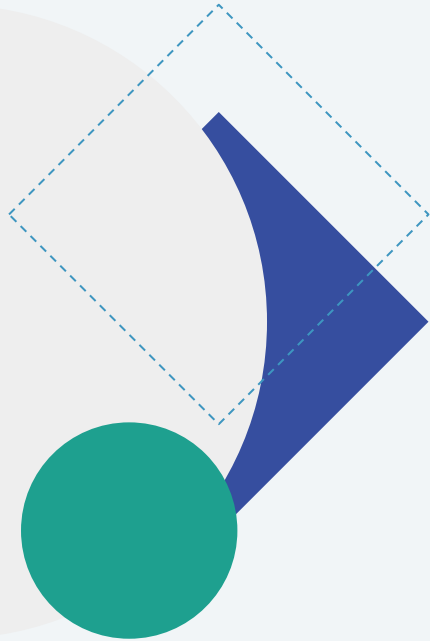
Highlights: Addressing the SEL needs via PBIS programs

We have had several PBIS related activities to acclimate the students/staff to in-person schooling.

- Academic Recognition Ceremonies
- Free Dress Fridays
- Spirit Weeks with planned Themed Activities
- HS and MS Dances
- Movie Nights
- Field Trips
- CIF Sports
- eSports Program and Lunch Time Gaming Club
- Staff Vs Students events
- Daily Uniform Raffle
- Birthday Celebrations
- Holiday Staff celebrations



Areas of Improvement



Independent Study: Staffing to supervise Independent Study students to ease the load of DoAs.

Special Education: Build capacity in Sped Department for a coordinator.

Parent outreach: Hire a PACE coordinator.

College Counseling: Sole College Counselor next year. Currently, it is an add-on duty.

Areas of Improvement-Enrollment Numbers

	6th grade	7th grade	8th grade	9th grade	10th grade	11th grade	12th grade
2020-2021	34	70	89	68	63	52	45
2021-2022	62	40	69	75	56	55	49

Enrollment Gap occurred during pandemic with 6th grade and 9th grade.

We almost doubled our enrollment with 6th grade and increased our 9th grade enrollment this year.

However, the dent in enrollment due to pandemic will hurt us for some years. We tasked our assistant Principal Mr. Thomas with enrollment and outreach efforts.

Areas of Improvement- Teacher retention/coaching

Coaching: Employ an instructional coach to support the new teachers.

Effective walkthrough/informal observation schedule: Pandemic related issues took a big chunk of admin time. We will refocus on classroom teacher coaching/support.

Truancy/Chronic Absenteeism: Pandemic hit our attendance rates. With the hiring of PACE, we will be able to allocate half the time to reach out to absent students. Our first semester ADA is 89%.

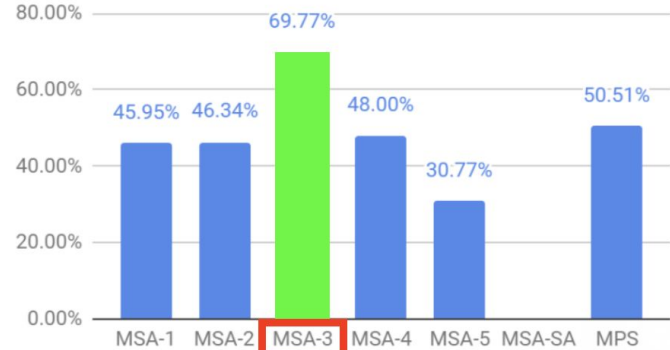
Factors impacting:

- Covid related absences like symptomatic students
- Fear and concern in the community to send the students to school due to Covid.
-

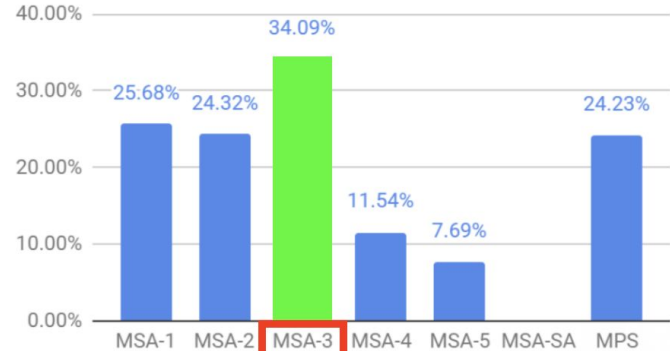
Data Points- SBAC 2021

MSA-3 11th graders scored 70% proficiency in English and 34% in Math.

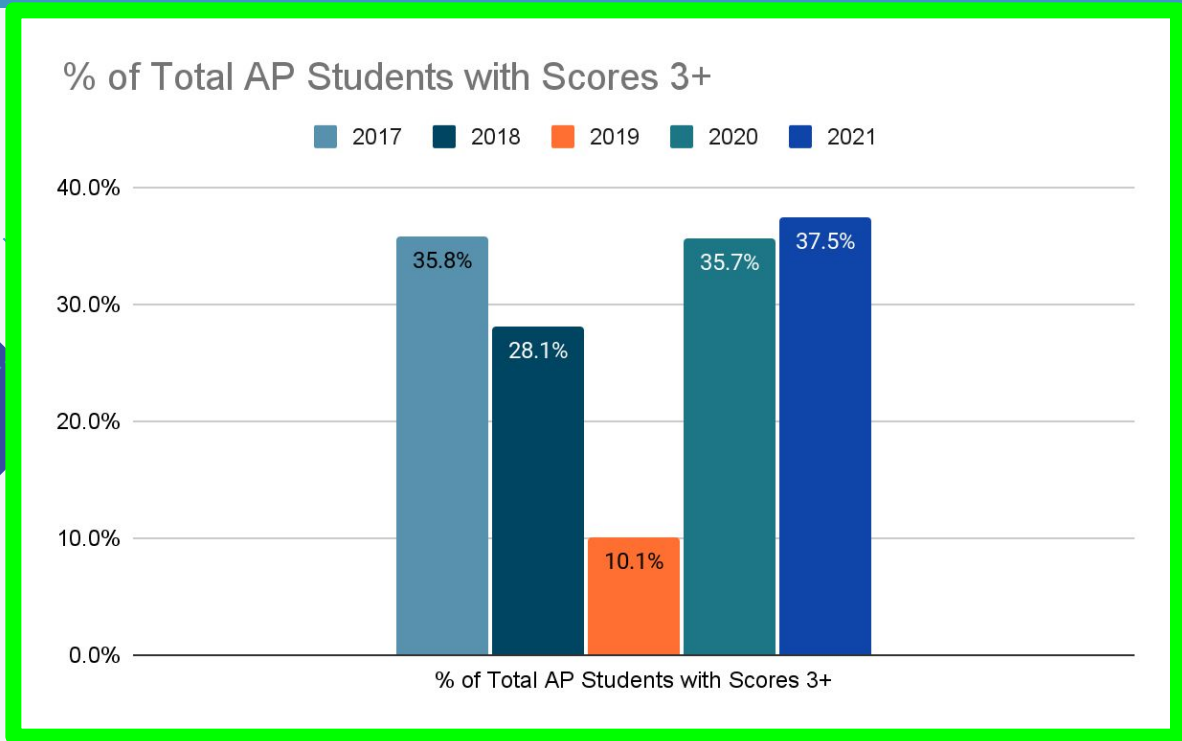
2020-21 SBAC Proficiency Rates - ELA (Grade 11)



2020-21 SBAC Proficiency Rates - Math (Grade 11)

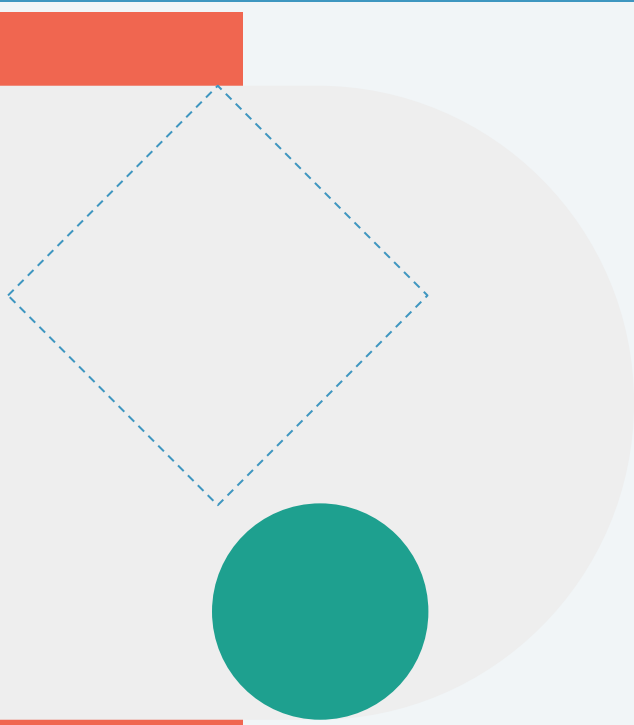


Data Points- AP Passing Rate

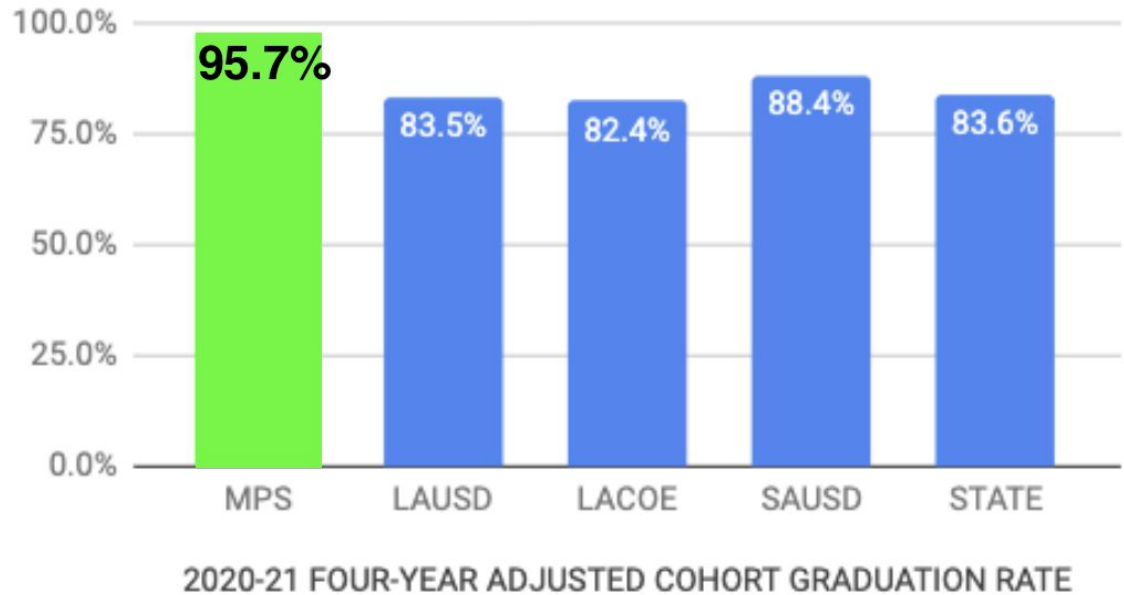


AP passing % improved in the last three years

Data Points- AP Passing Rate



Cohort Graduation Rate



MSA-3 prides itself with cohort graduation rate.

Powered by BoardOnTrack

Image Subtitle

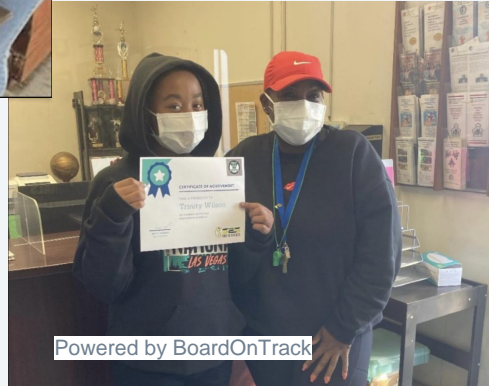
Some Pictures from MSA-3



After School Gardening club produces some harvest this year



RAK (Random Act of Kindness club prepares for the distribution of Valentine's Day gifts for the staff.



Seed to Success Mentoring students receives her certificate

Some Pictures from MSA-3



Students receive their Academic Recognition and a yummy treat



Some Pictures from MSA-3

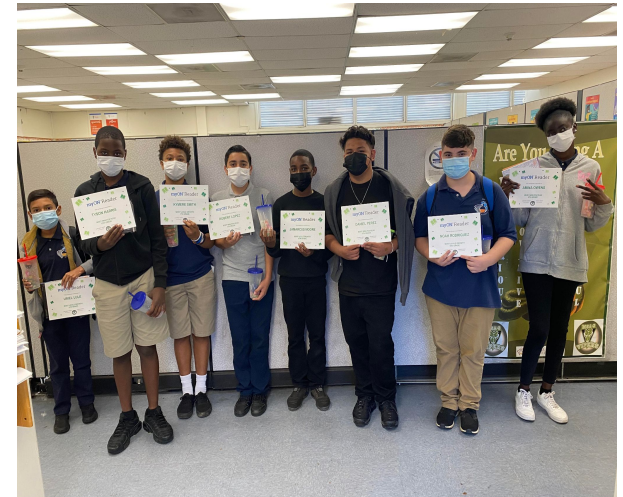
HS Varsity Volleyball



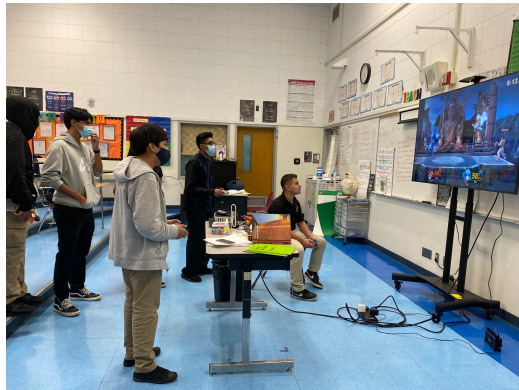
Homecoming Dance Prince and Princess



Academic Recognition MyOn Reading Champions



HS eSports Team



Coversheet

Local Control and Accountability Plans (LCAP) Mid-Year Update

Section: II. Information/Discussion Items
Item: B. Local Control and Accountability Plans (LCAP) Mid-Year Update
Purpose: Discuss
Submitted by:
Related Material: 2021-22 LCAP Mid-Year Update.pdf



Board Agenda Item #	II B: Information/Discussion Item
Date:	February 24, 2022
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	2021-22 LCAP Mid-Year Update

Proposed Board Recommendation

N/A

Background

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 updates.

<p>1. Update on LCFF Budget Overview for Parents</p> <p>This report will provide an update regarding additional funding received in 2021-22.</p> <p>When the MPS Board adopted our LCAP and Budget on June 24, 2021, the state budget act was not complete. The adopted state budget included additional funds that were not anticipated by schools.</p>	<p style="text-align: center;">2021-22 LCFF Budget Overview for Parents Data Input Sheet</p> <table border="1"> <tr> <td>Local Educational Agency (LEA) Name:</td> <td>Magnolia Science Academy-1</td> </tr> <tr> <td>CDS Code:</td> <td>19-10199-6119945</td> </tr> <tr> <td>LEA Contact Information:</td> <td>Name: Brad Plonka Position: Principal Email: bplonka@magnoliapublicschools.org Phone: (818) 609-0507</td> </tr> <tr> <td>Coming School Year:</td> <td>2021-22</td> </tr> <tr> <td>Current School Year:</td> <td>2020-21</td> </tr> </table> <p><small>*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.</small></p> <table border="1"> <thead> <tr> <th>Projected General Fund Revenue for the 2021-22 School Year</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>Total LCFF Funds</td> <td>\$8,431,651</td> </tr> <tr> <td>LCFF Supplemental & Concentration Grants</td> <td>\$1,951,597</td> </tr> <tr> <td>All Other State Funds</td> <td>\$2,019,614</td> </tr> <tr> <td>All Local Funds</td> <td>\$211,895</td> </tr> <tr> <td>All federal funds</td> <td>\$775,664</td> </tr> <tr> <td>Total Projected Revenue</td> <td>\$11,438,824</td> </tr> </tbody> </table>	Local Educational Agency (LEA) Name:	Magnolia Science Academy-1	CDS Code:	19-10199-6119945	LEA Contact Information:	Name: Brad Plonka Position: Principal Email: bplonka@magnoliapublicschools.org Phone: (818) 609-0507	Coming School Year:	2021-22	Current School Year:	2020-21	Projected General Fund Revenue for the 2021-22 School Year	Amount	Total LCFF Funds	\$8,431,651	LCFF Supplemental & Concentration Grants	\$1,951,597	All Other State Funds	\$2,019,614	All Local Funds	\$211,895	All federal funds	\$775,664	Total Projected Revenue	\$11,438,824
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<p>2. The Supplement for the Annual Update for the 2021–22 LCAP</p> <p>The supplement has five sections/prompts:</p> <ul style="list-style-type: none"> • Educational Partner Engagement for Budget Act funds • Use of additional Concentration Funding • Educational Partner Engagement for One-Time Federal Funds • Implementation of the ESSER III Expenditure Plan • Using fiscal resources consistent with LCAP 	<p>Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan</p> <table border="1"> <thead> <tr> <th data-bbox="537 541 829 562">Local Educational Agency (LEA) Name</th> <th data-bbox="829 541 1127 562">Contact Name and Title</th> <th data-bbox="1127 541 1416 562">Email and Phone</th> </tr> </thead> <tbody> <tr> <td data-bbox="537 562 829 594">Magnolia Science Academy-1</td> <td data-bbox="829 562 1127 594">Brad Plonka</td> <td data-bbox="1127 562 1416 594">bplonka@magnoliapublicschools.org 8186090507</td> </tr> </tbody> </table> <p>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.</p> <p>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 2021-22 Local Control and Accountability Plan (LCAP).</p> <p>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.</p>	Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Magnolia Science Academy-1	Brad Plonka	bplonka@magnoliapublicschools.org 8186090507
Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone					
Magnolia Science Academy-1	Brad Plonka	bplonka@magnoliapublicschools.org 8186090507					
<p>3. LCAP Mid-Year Report</p> <p>a) All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and</p> <p>b) Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP</p>	<p>2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report</p> <table border="1"> <thead> <tr> <th data-bbox="537 1213 829 1234">Local Educational Agency (LEA) Name</th> <th data-bbox="829 1213 1127 1234">Contact Name and Title</th> <th data-bbox="1127 1213 1416 1234">Email and Phone</th> </tr> </thead> <tbody> <tr> <td data-bbox="537 1234 829 1266">Magnolia Science Academy-1</td> <td data-bbox="829 1234 1127 1266">Brad Plonka Principal</td> <td data-bbox="1127 1234 1416 1266">bplonka@magnoliapublicschools.org (818) 609-0507</td> </tr> </tbody> </table> <p>Goal 1 BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.</p> <p>Rationale 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.</p> <p>Expected Annual Measurable Objectives for Goal 1</p>	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
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					

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	"good repair" standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)			
6	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%
6	Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 99.3%	2021-22: (As of 12/17/21) 97.4%	2023-24: 97.0%

Actions and Services							Mid-Year Report
Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	
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	Ongoing	No		LCFF 46,000	\$46,000.00	\$173,250.00 The significant difference between the budgeted amount and the mid-year actual amount is due to the one-time use funds we have received that were not part of the original budget. Some of this additional funding will cover retention bonuses for current staff members.

The continuing impacts of the COVID-19 Pandemic, including the challenges of hiring staff, implementing health and safety protocols, and addressing learning acceleration needs due to the impacts of distance learning, has presented many challenges the first half of the school year. Despite these challenges, MPS is committed to implementing the LCAP to provide the necessary services to our students. We acknowledge, and sincerely thank, the hard work and dedication of our employees, the support of our parents, and the resilience of our students to continue our reach for excellence.

Budget Implications

All revenues and expenditures are budgeted in each school's budget.

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

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. It is also a great practice for the school sites to reflect on their LCAP action implementation mid-year.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- Budget Overview for Parents Update 2021-22 (one for each MSA)
- Supplement to LCAP Annual Update 2021-22 (one for each MSA)
- LCAP Mid-Year Report 2021-22 (one for each MSA)

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Magnolia Science Academy-1
CDS Code:	19-10199-6119945
LEA Contact Information:	Name: Brad Plonka Position: Principal Email: bplonka@magnoliapublicschools.org Phone: (818) 609-0507
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$8,431,651
LCFF Supplemental & Concentration Grants	\$1,951,597
All Other State Funds	\$2,019,614
All Local Funds	\$211,895
All federal funds	\$775,664
Total Projected Revenue	\$11,438,824

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$10,287,535
Total Budgeted Expenditures in the LCAP	\$10,287,535
Total Budgeted Expenditures for High Needs Students in the LCAP	\$3,058,022
Expenditures not in the LCAP	\$0

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$452,125
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$609,374

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$1,106,425
2020-21 Difference in Budgeted and Actual Expenditures	\$157,249

Update on Additional Funding Received in 2021-22 (Mid-Year Review)	Response(s)
This area is provided to include an update regarding additional funding received in 2021-22 (Mid-Year Review).	Total LCFF Funds: \$8,599,155 (Increase of \$167,504) LCFF Supplemental & Concentration Grants: \$2,345,920 (Increase of \$394,323) All Other State Funds: \$2,315,762 (Increase of \$296,148) All Local Funds: \$302,859 (Increase of \$90,964) All Federal Funds: \$1,006,839 (Increase of \$213,175) Total Projected Revenue: \$12,224,616 (Increase of \$785,792)

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Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	All general fund budget expenditures have been included in the LCAP.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-1

CDS Code: 19-10199-6119945

School Year: 2021-22

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).

Update on Additional Funding Received in 2021-22

Total LCFF Funds: \$8,599,155 (Increase of \$167,504)

LCFF Supplemental & Concentration Grants: \$2,345,920 (Increase of \$394,323)

All Other State Funds: \$2,315,762 (Increase of \$296,148)

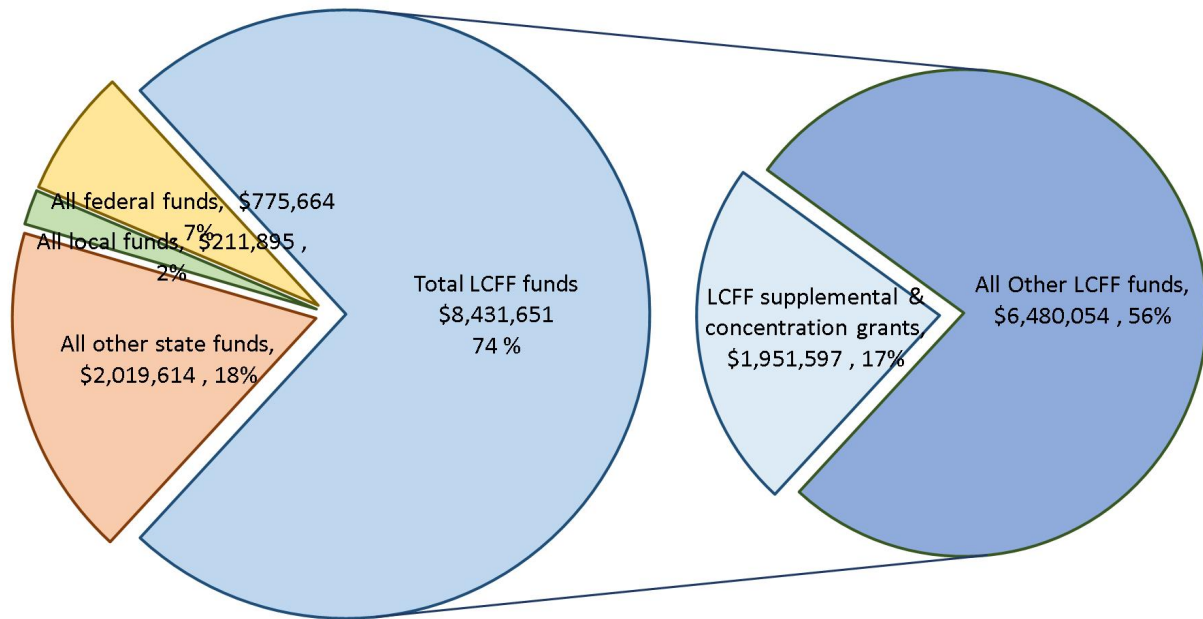
All Local Funds: \$302,859 (Increase of \$90,964)

All Federal Funds: \$1,006,839 (Increase of \$213,175)

Total Projected Revenue: \$12,224,616 (Increase of \$785,792)

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

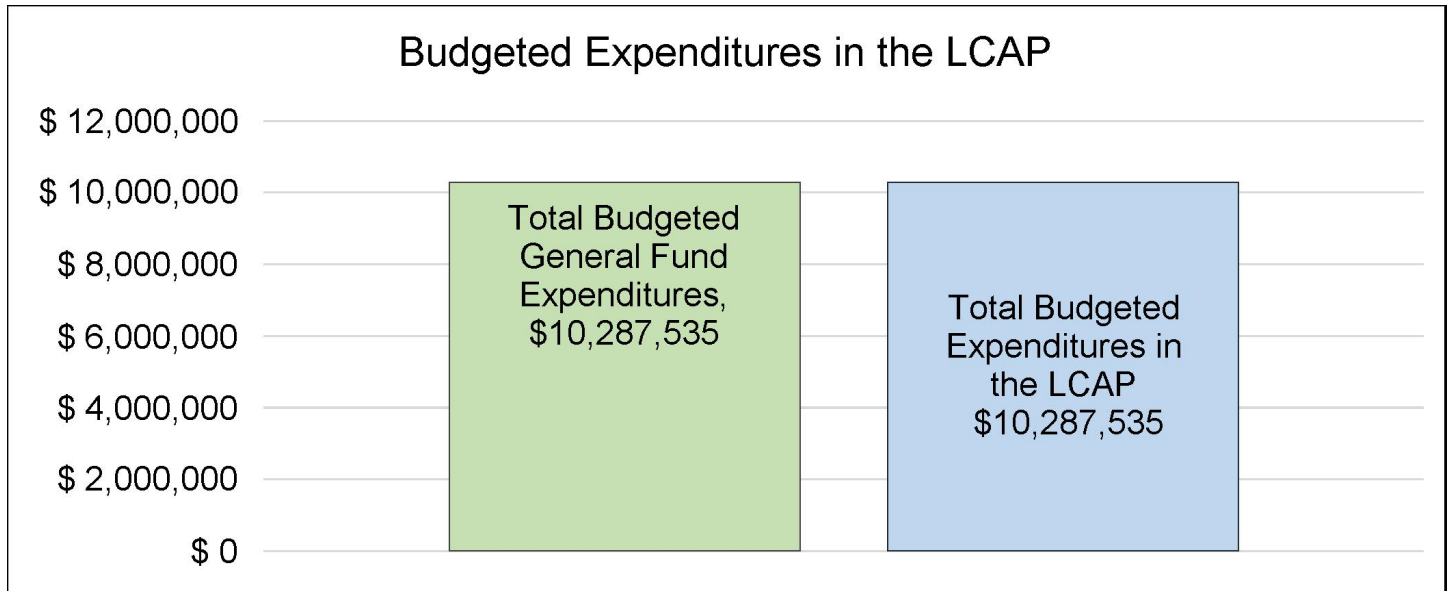


This chart shows the total general purpose revenue Magnolia Science Academy-1 expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy-1 is \$11,438,824, of which \$8,431,651 is Local Control Funding Formula (LCFF), \$2,019,614 is other state funds, \$211,895 is local funds, and \$775,664 is federal funds. Of the \$8,431,651 in LCFF Funds, \$1,951,597 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy-1 plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Magnolia Science Academy-1 plans to spend \$10,287,535 for the 2021-22 school year. Of that amount, \$10,287,535 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

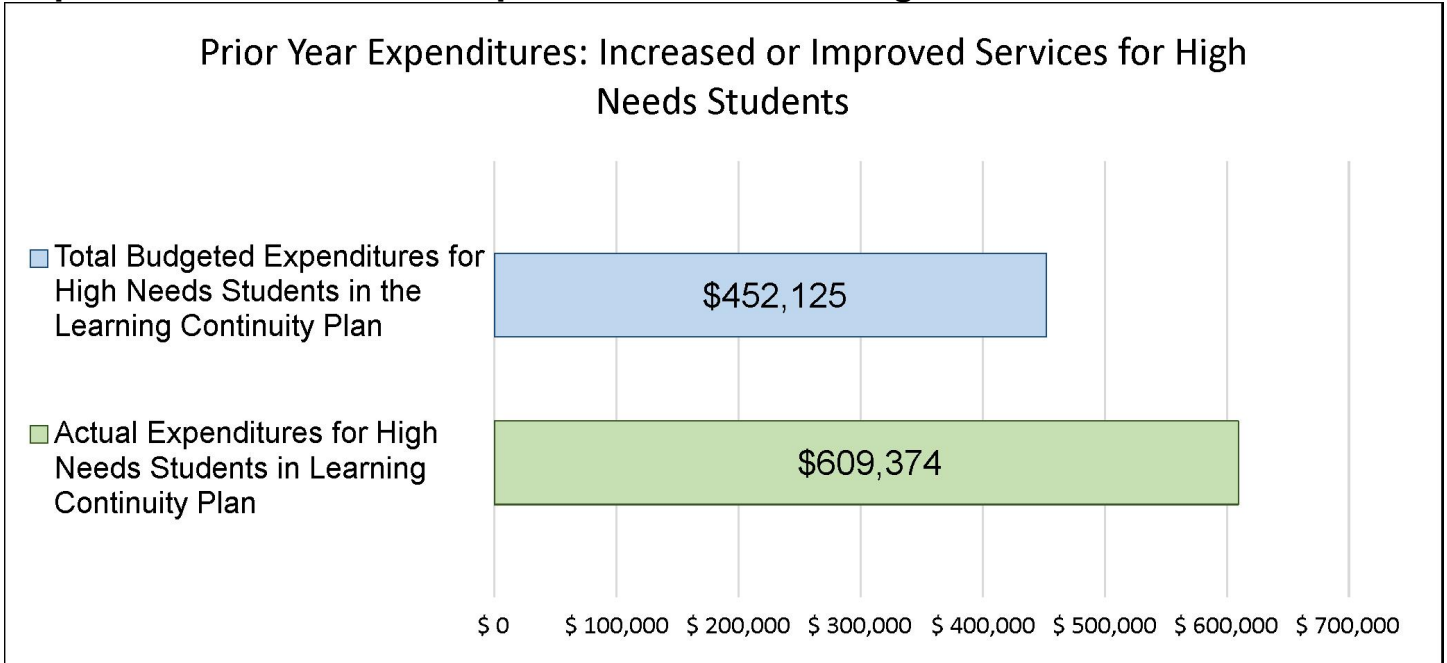
All general fund budget expenditures have been included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Magnolia Science Academy-1 is projecting it will receive \$1,951,597 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 \$3,058,022 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Magnolia Science Academy-1 budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy-1 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Magnolia Science Academy-1's Learning Continuity Plan budgeted \$452,125 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-1 actually spent \$609,374 for actions to increase or improve services for high needs students in 2020-21.

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Magnolia Science Academy 2
CDS Code:	CA
LEA Contact Information:	Name: David Garner Position: Principal Email: dgarner@magnoliapublicschools.org Phone: (818) 758-0300
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$5,573,189
LCFF Supplemental & Concentration Grants	\$1,319,496
All Other State Funds	\$733,771
All Local Funds	\$30,000
All federal funds	\$353,555
Total Projected Revenue	\$6,690,515

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$6,403,081
Total Budgeted Expenditures in the LCAP	\$6,403,081
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1,680,651
Expenditures not in the LCAP	\$0

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$807,171.88
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$732,293.00

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$361,155
2020-21 Difference in Budgeted and Actual Expenditures	-\$74,878.88

Update on Additional Funding Received in 2021-22 (Mid-Year Review)	Response(s)
This area is provided to include an update regarding additional funding received in 2021-22 (Mid-Year Review).	Total LCFF Funds: \$5,684,946 (Increase of \$111,757) LCFF Supplemental & Concentration Grants: \$1,443,229 (Increase of \$132,733) All Other State Funds: \$875,230 (Increase of \$141,459) All Local Funds: \$139,767 (Increase of \$109,767) All Federal Funds: \$452,541 (Increase of \$98,986) Total Projected Revenue: \$7,152,484 (Increase of \$461,969)

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Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	All general fund budget expenditures have been included in the LCAP.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.	As explained in the LCP analysis, the differences were due to savings by staff reassignments and using online instructional materials. The planned actions and services were fully provided to high needs students.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy 2

CDS Code: CA

School Year: 2021-22

LEA contact information:

David Garner

Principal

dgarner@magnoliapublicschools.org

(818) 758-0300

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Update on Additional Funding Received in 2021-22

Total LCFF Funds: \$5,684,946 (Increase of \$111,757)

LCFF Supplemental & Concentration Grants: \$1,443,229 (Increase of \$132,733)

All Other State Funds: \$875,230 (Increase of \$141,459)

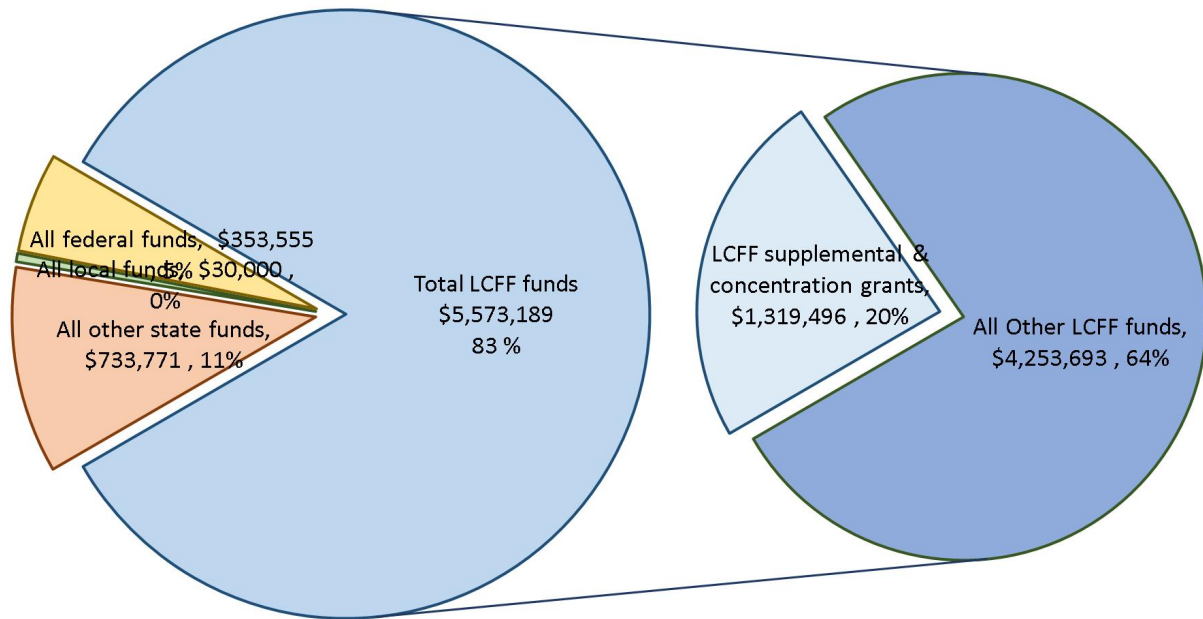
All Local Funds: \$139,767 (Increase of \$109,767)

All Federal Funds: \$452,541 (Increase of \$98,986)

Total Projected Revenue: \$7,152,484 (Increase of \$461,969)

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

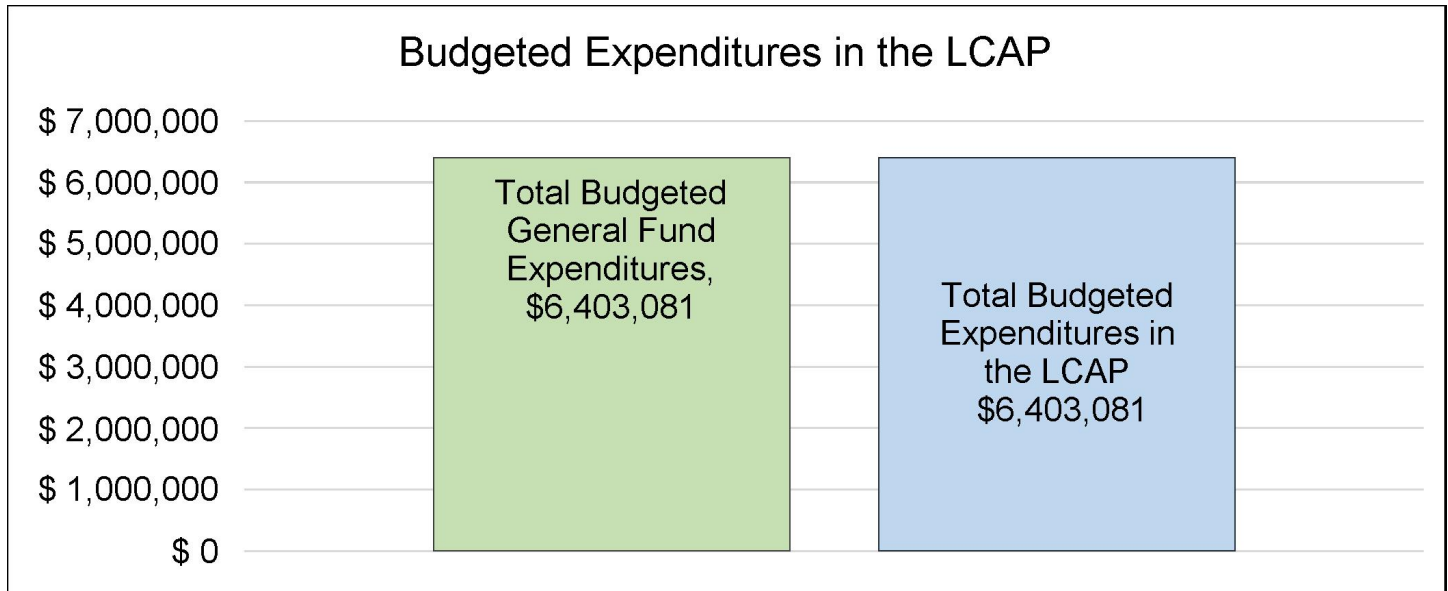


This chart shows the total general purpose revenue Magnolia Science Academy 2 expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy 2 is \$6,690,515, of which \$5,573,189 is Local Control Funding Formula (LCFF), \$733,771 is other state funds, \$30,000 is local funds, and \$353,555 is federal funds. Of the \$5,573,189 in LCFF Funds, \$1,319,496 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy 2 plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Magnolia Science Academy 2 plans to spend \$6,403,081 for the 2021-22 school year. Of that amount, \$6,403,081 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

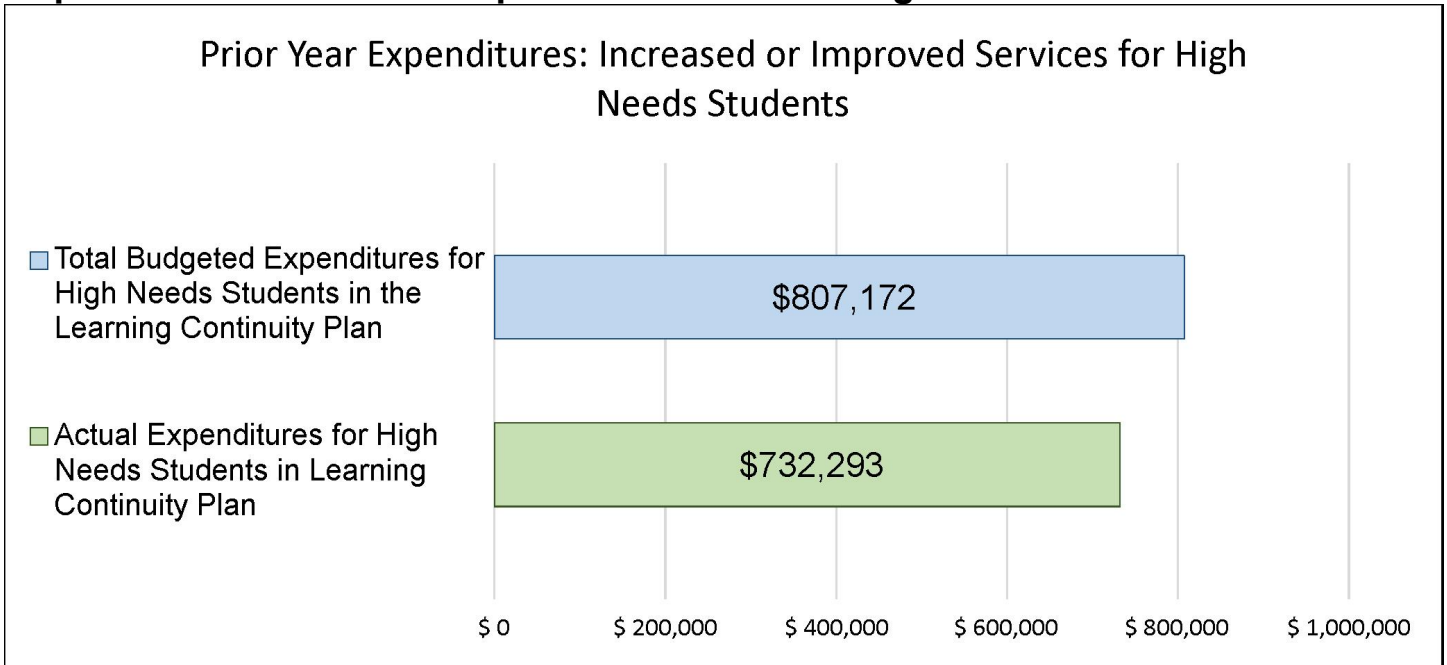
All general fund budget expenditures have been included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Magnolia Science Academy 2 is projecting it will receive \$1,319,496 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy 2 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy 2 plans to spend \$1,680,651 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Magnolia Science Academy 2 budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy 2 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Magnolia Science Academy 2's Learning Continuity Plan budgeted \$807,171.88 for planned actions to increase or improve services for high needs students. Magnolia Science Academy 2 actually spent \$732,293.00 for actions to increase or improve services for high needs students in 2020-21.

As explained in the LCP analysis, the differences were due to savings by staff reassignments and using online instructional materials. The planned actions and services were fully provided to high needs students.

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Magnolia Science Academy-3
CDS Code:	19-10199-0115030
LEA Contact Information:	Name: Zekeriya Ocel Position: Principal Email: zocel@magnoliapublicschools.org Phone: (310) 637-3806
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$4,547,029
LCFF Supplemental & Concentration Grants	\$778,564
All Other State Funds	\$829,312
All Local Funds	\$20,000
All federal funds	\$1,249,755
Total Projected Revenue	\$6,646,096

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$6,614,417
Total Budgeted Expenditures in the LCAP	\$6,614,417
Total Budgeted Expenditures for High Needs Students in the LCAP	\$2,251,827
Expenditures not in the LCAP	\$0

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$520,880
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$469,428

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$1,473,263
2020-21 Difference in Budgeted and Actual Expenditures	\$-51,452

Update on Additional Funding Received in 2021-22 (Mid-Year Review)	Response(s)
This area is provided to include an update regarding additional funding received in 2021-22 (Mid-Year Review).	Total LCFF Funds: \$4,303,451 (Decrease of \$243,578) LCFF Supplemental & Concentration Grants: \$960,472 (Increase of \$181,908) All Other State Funds: \$995,600 (Increase of \$166,288) All Local Funds: \$151,289 (Increase of \$131,289) All Federal Funds: \$1,290,046 (Increase of \$40,291) Total Projected Revenue: \$6,740,386 (Increase of \$94,290)

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	All general fund budget expenditures have been included in the LCAP.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.	As explained in the LCP analysis, the differences were due to savings by using online instructional materials and internal resources for PD. The planned actions and services were fully provided to high needs students.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-3

CDS Code: 19-10199-0115030

School Year: 2021-22

LEA contact information:

Zekeriya Ocel

Principal

zocel@magnoliapublicschools.org

(310) 637-3806

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Update on Additional Funding Received in 2021-22

Total LCFF Funds: \$4,303,451 (Decrease of \$243,578)

LCFF Supplemental & Concentration Grants: \$960,472 (Increase of \$181,908)

All Other State Funds: \$995,600 (Increase of \$166,288)

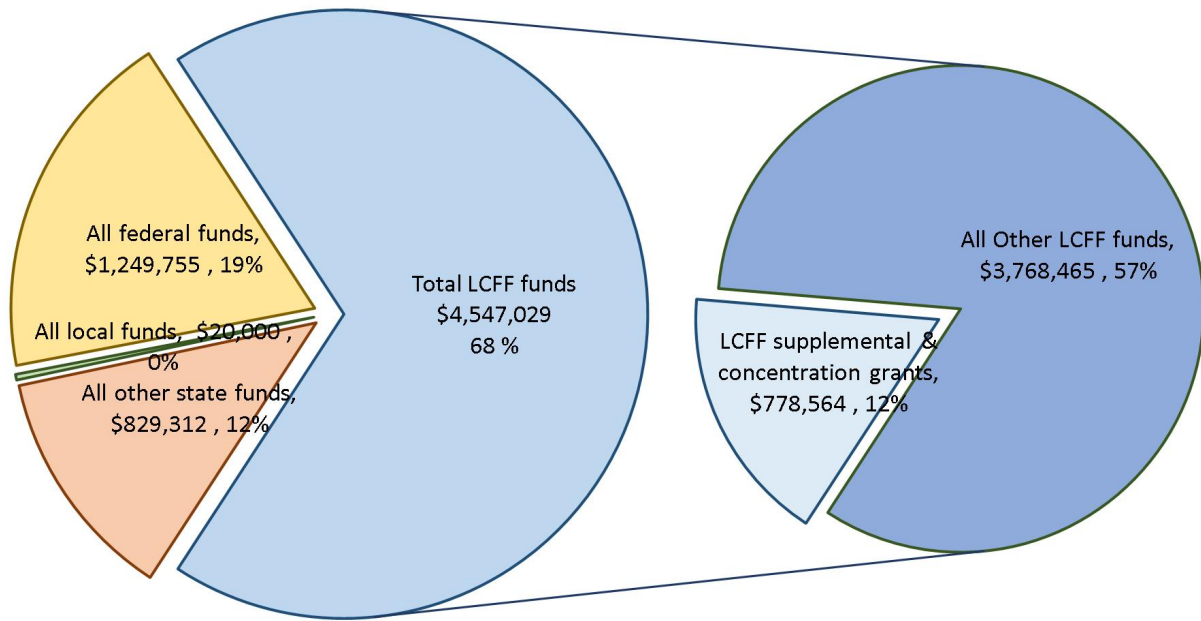
All Local Funds: \$151,289 (Increase of \$131,289)

All Federal Funds: \$1,290,046 (Increase of \$40,291)

Total Projected Revenue: \$6,740,386 (Increase of \$94,290)

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

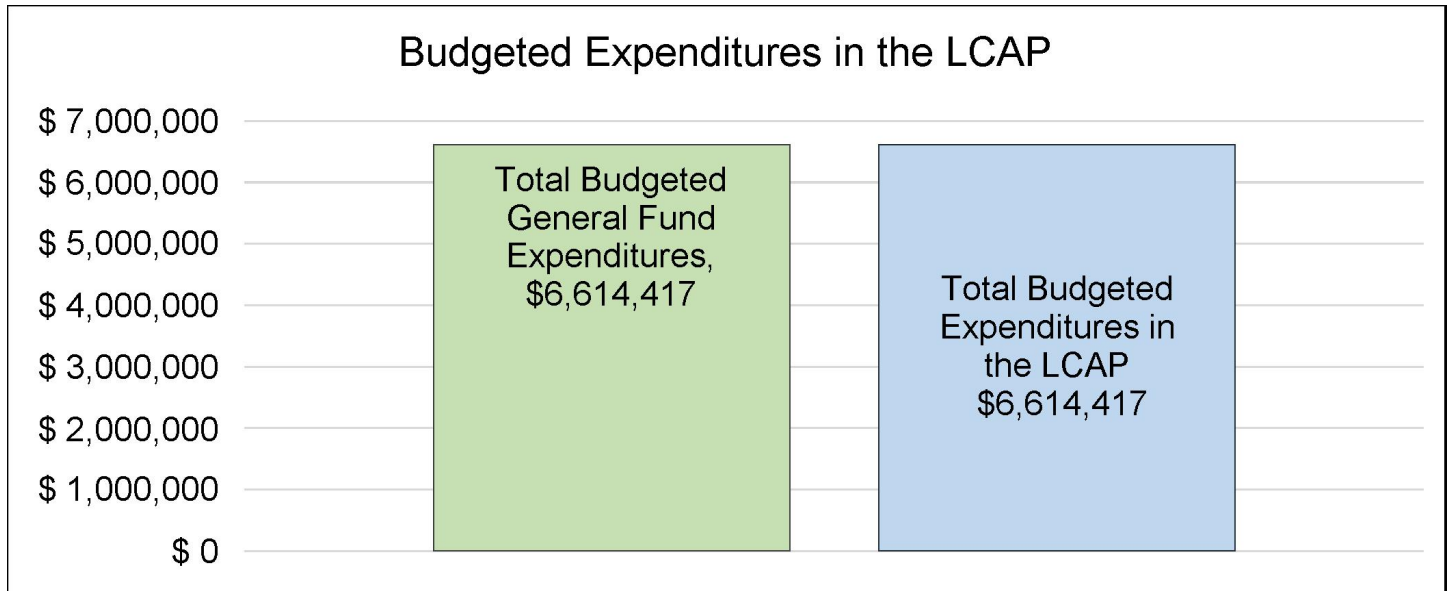


This chart shows the total general purpose revenue Magnolia Science Academy-3 expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy-3 is \$6,646,096, of which \$4,547,029 is Local Control Funding Formula (LCFF), \$829,312 is other state funds, \$20,000 is local funds, and \$1,249,755 is federal funds. Of the \$4,547,029 in LCFF Funds, \$778,564 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy-3 plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Magnolia Science Academy-3 plans to spend \$6,614,417 for the 2021-22 school year. Of that amount, \$6,614,417 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

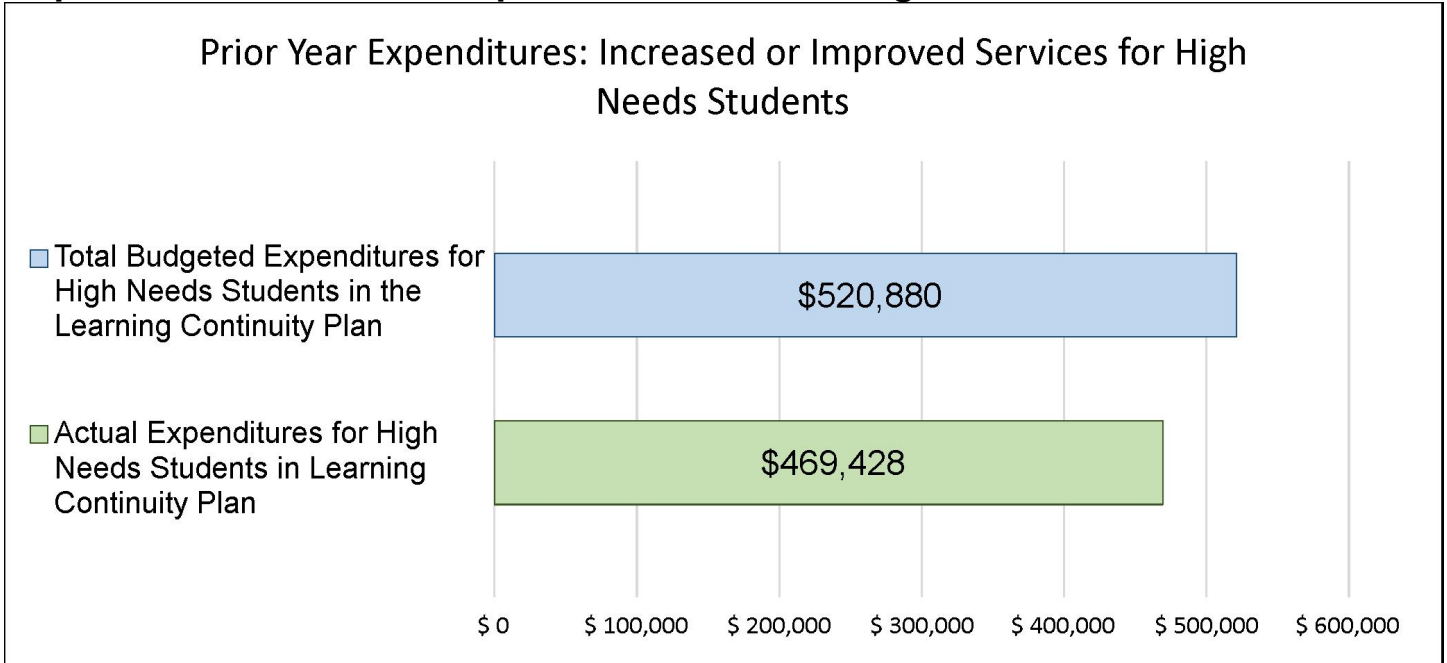
All general fund budget expenditures have been included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Magnolia Science Academy-3 is projecting it will receive \$778,564 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-3 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy-3 plans to spend \$2,251,827 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Magnolia Science Academy-3 budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy-3 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Magnolia Science Academy-3's Learning Continuity Plan budgeted \$520,880 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-3 actually spent \$469,428 for actions to increase or improve services for high needs students in 2020-21.

As explained in the LCP analysis, the differences were due to savings by using online instructional materials and internal resources for PD. The planned actions and services were fully provided to high needs students.

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Magnolia Science Academy-4
CDS Code:	19-64733-0117622
LEA Contact Information:	Name: Musa Avsar Position: Principal Email: mavsar@magnoliapublicschools.org Phone: (310) 473-2464
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$1,429,447
LCFF Supplemental & Concentration Grants	\$319,154
All Other State Funds	\$192,182
All Local Funds	\$7,500
All federal funds	\$623,740
Total Projected Revenue	\$2,252,869

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$2,248,257
Total Budgeted Expenditures in the LCAP	\$2,248,257
Total Budgeted Expenditures for High Needs Students in the LCAP	\$785,169
Expenditures not in the LCAP	\$0

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$147,909
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$127,250

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$466,015
2020-21 Difference in Budgeted and Actual Expenditures	\$-20,659

Update on Additional Funding Received in 2021-22 (Mid-Year Review)	Response(s)
This area is provided to include an update regarding additional funding received in 2021-22 (Mid-Year Review).	Total LCFF Funds: \$1,315,607 (Decrease of \$113,840) LCFF Supplemental & Concentration Grants: \$359,491 (Increase of \$40,337) All Other State Funds: \$217,671 (Increase of \$25,489) All Local Funds: \$34,046 (Increase of \$26,546) All Federal Funds: \$669,775 (Increase of \$46,035) Total Projected Revenue: \$2,237,100 (Decrease of \$15,769)

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	All general fund budget expenditures have been included in the LCAP.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.	As explained in the LCP analysis, the differences were due to savings by using internal resources for PD and staff reassignments. The planned actions and services were fully provided to high needs students.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-4

CDS Code: 19-64733-0117622

School Year: 2021-22

LEA contact information:

Musa Avsar

Principal

mavsar@magnoliapublicschools.org

(310) 473-2464

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Update on Additional Funding Received in 2021-22

Total LCFF Funds: \$1,315,607 (Decrease of \$113,840)

LCFF Supplemental & Concentration Grants: \$359,491 (Increase of \$40,337)

All Other State Funds: \$217,671 (Increase of \$25,489)

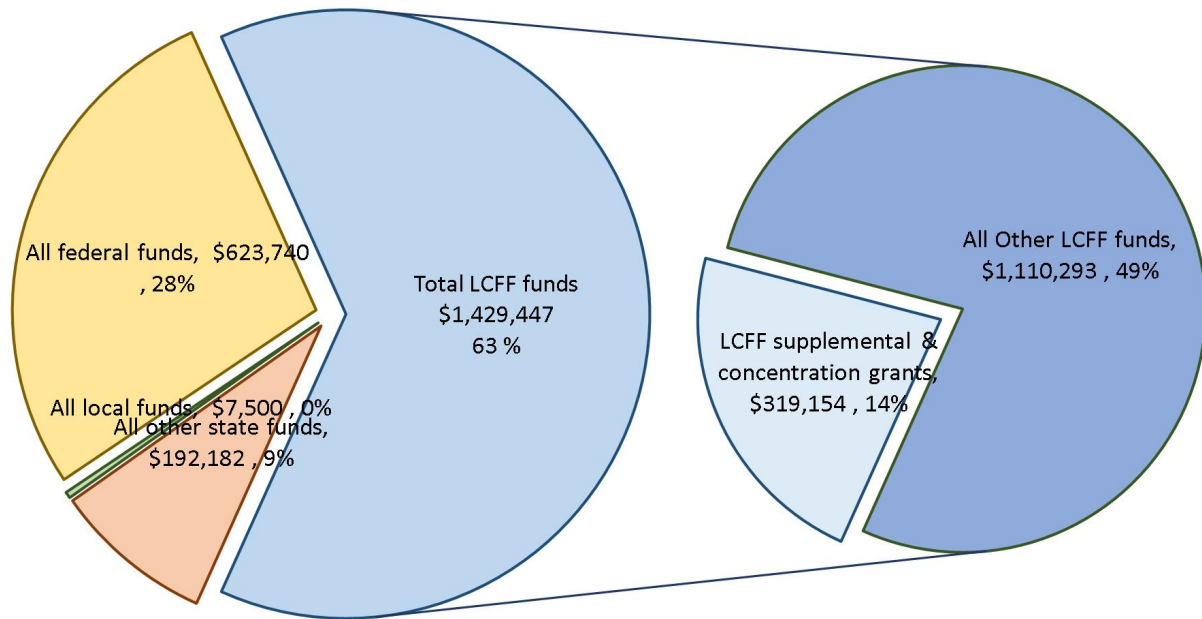
All Local Funds: \$34,046 (Increase of \$26,546)

All Federal Funds: \$669,775 (Increase of \$46,035)

Total Projected Revenue: \$2,237,100 (Decrease of \$15,769)

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

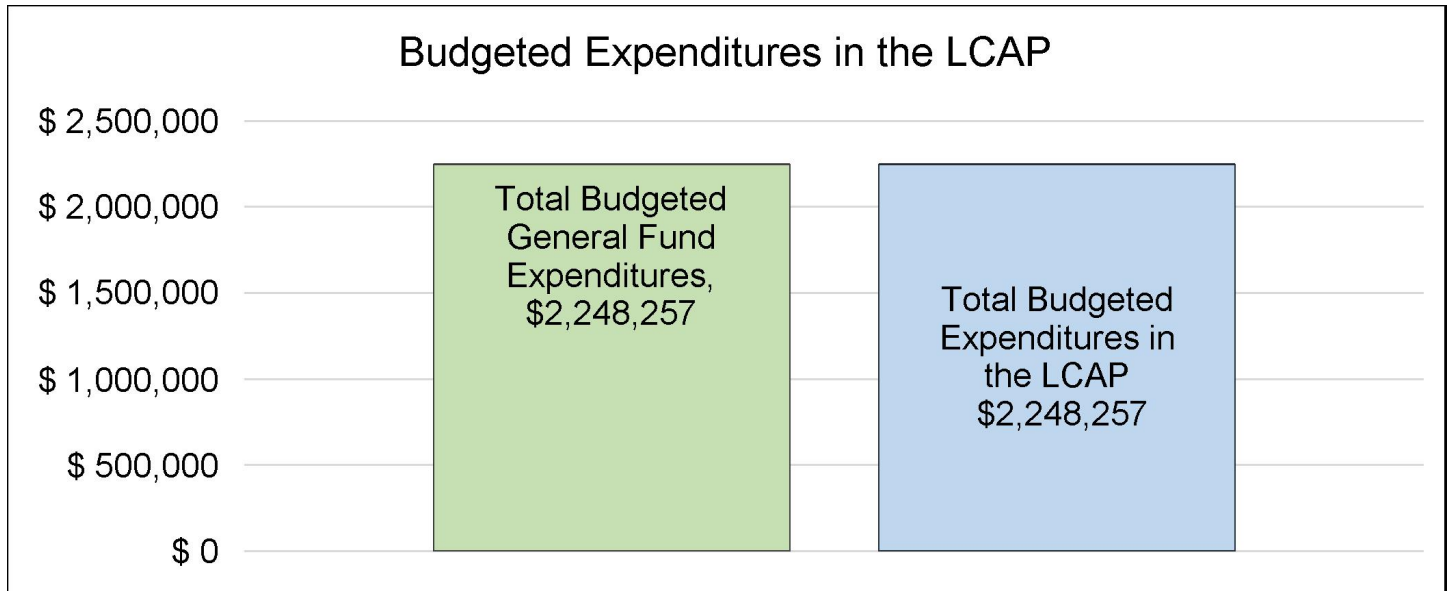


This chart shows the total general purpose revenue Magnolia Science Academy-4 expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy-4 is \$2,252,869, of which \$1,429,447 is Local Control Funding Formula (LCFF), \$192,182 is other state funds, \$7,500 is local funds, and \$623,740 is federal funds. Of the \$1,429,447 in LCFF Funds, \$319,154 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy-4 plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Magnolia Science Academy-4 plans to spend \$2,248,257 for the 2021-22 school year. Of that amount, \$2,248,257 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

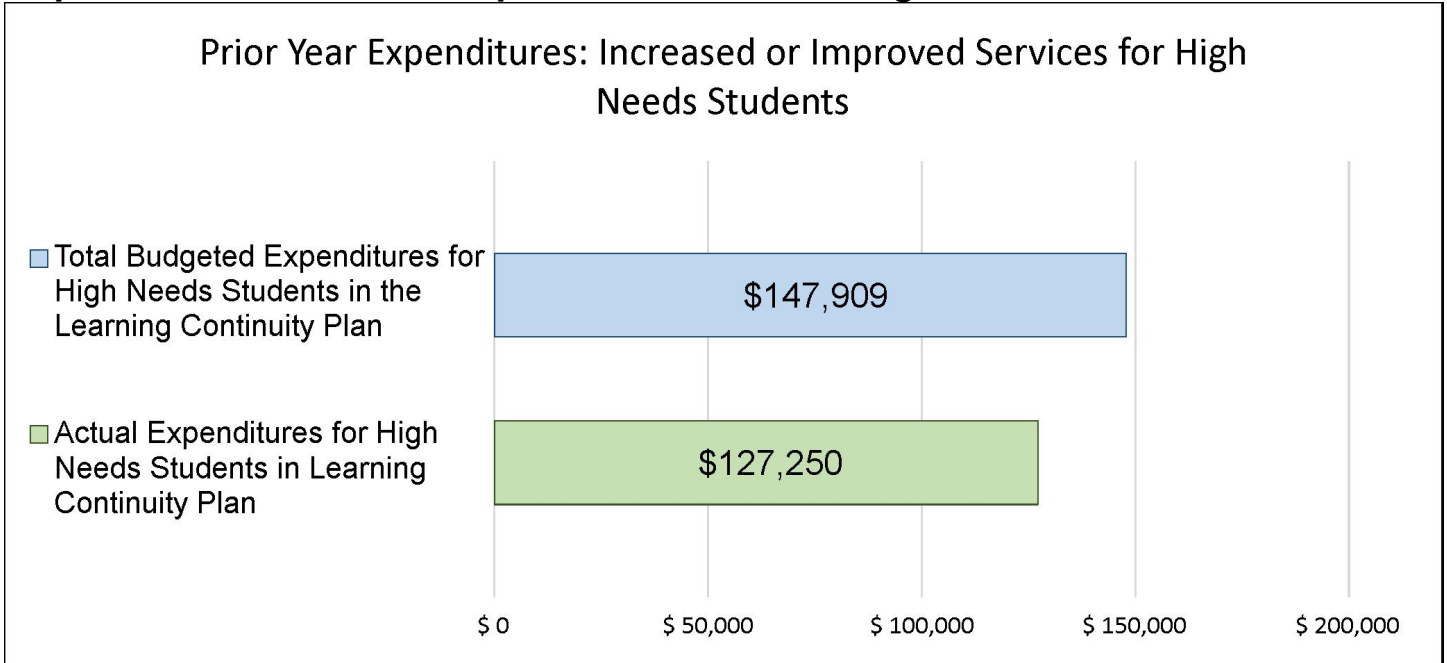
All general fund budget expenditures have been included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Magnolia Science Academy-4 is projecting it will receive \$319,154 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-4 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy-4 plans to spend \$785,169 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Magnolia Science Academy-4 budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy-4 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Magnolia Science Academy-4's Learning Continuity Plan budgeted \$147,909 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-4 actually spent \$127,250 for actions to increase or improve services for high needs students in 2020-21.

As explained in the LCP analysis, the differences were due to savings by using internal resources for PD and staff reassignments. The planned actions and services were fully provided to high needs students.

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Magnolia Science Academy-5
CDS Code:	19-10199-0137679
LEA Contact Information:	Name: Ali Kaplan Position: Principal Email: akaplan@magnoliapublicschools.org Phone: (818) 705-5676
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$3,179,410
LCFF Supplemental & Concentration Grants	\$782,171
All Other State Funds	\$625,896
All Local Funds	\$20,000
All federal funds	\$556,872
Total Projected Revenue	\$4,382,178

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$4,181,438
Total Budgeted Expenditures in the LCAP	\$4,181,438
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1,415,605
Expenditures not in the LCAP	\$0

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$222,955
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$205,706

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$633,434
2020-21 Difference in Budgeted and Actual Expenditures	\$-17,249

Update on Additional Funding Received in 2021-22 (Mid-Year Review)	Response(s)
This area is provided to include an update regarding additional funding received in 2021-22 (Mid-Year Review).	Total LCFF Funds: \$2,933,691 (Decrease of \$245,719) LCFF Supplemental & Concentration Grants: \$884,509 (Increase of \$102,338) All Other State Funds: \$686,171 (Increase of \$60,274) All Local Funds: \$80,745 (Increase of \$60,745) All Federal Funds: \$521,352 (Decrease of \$35,520) Total Projected Revenue: \$4,221,959 (Decrease of \$160,219)

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	All general fund budget expenditures have been included in the LCAP.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.	As explained in the LCP analysis, the main difference was due to the school being in distance learning most of the year and not having the need for a CNA in person at the school site. The planned actions and services were fully provided to high needs students.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-5

CDS Code: 19-10199-0137679

School Year: 2021-22

LEA contact information:

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).

Update on Additional Funding Received in 2021-22

Total LCFF Funds: \$2,933,691 (Decrease of \$245,719)

LCFF Supplemental & Concentration Grants: \$884,509 (Increase of \$102,338)

All Other State Funds: \$686,171 (Increase of \$60,274)

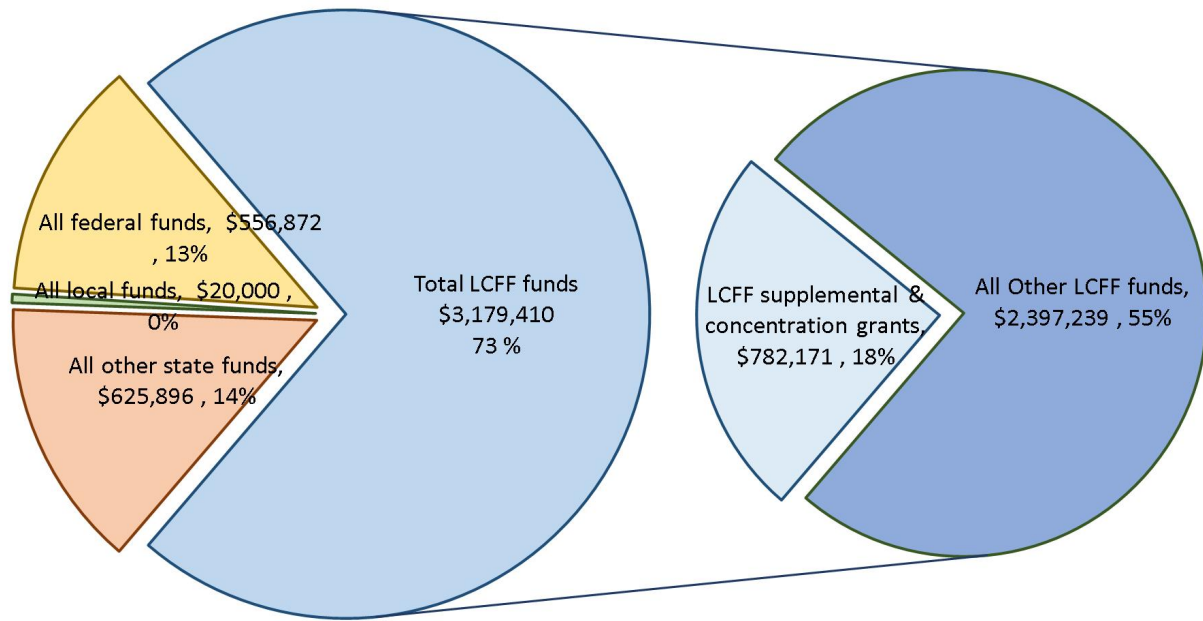
All Local Funds: \$80,745 (Increase of \$60,745)

All Federal Funds: \$521,352 (Decrease of \$35,520)

Total Projected Revenue: \$4,221,959 (Decrease of \$160,219)

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

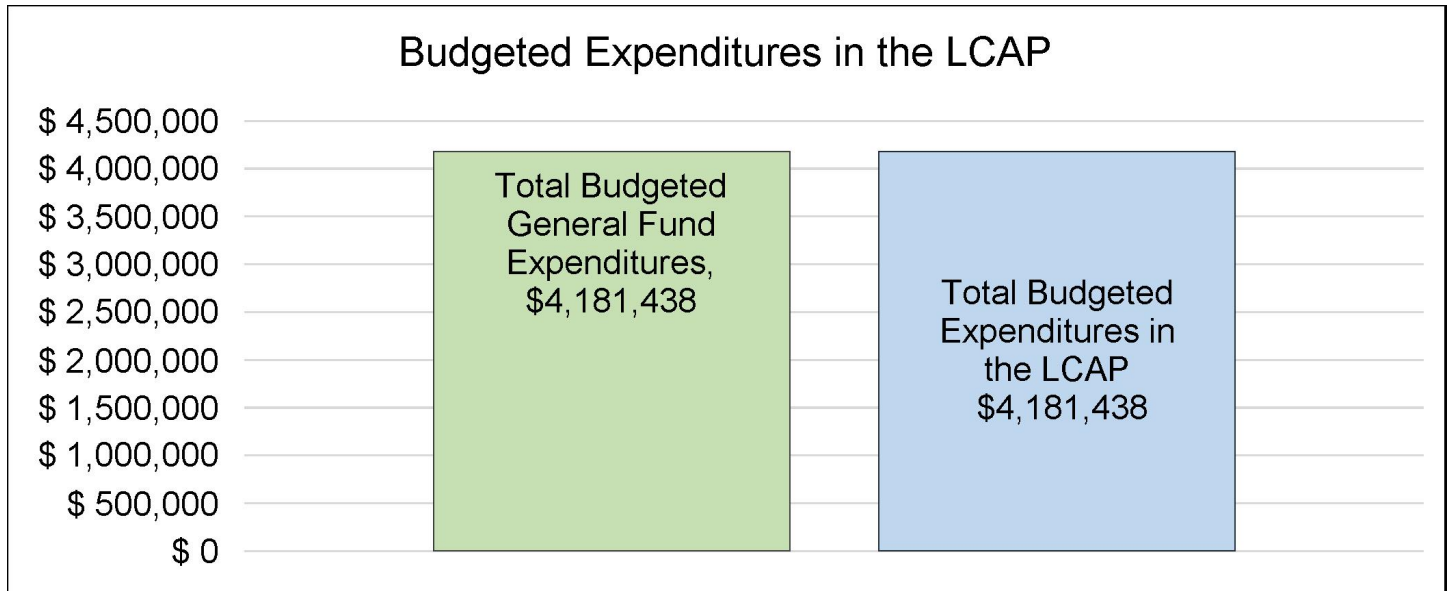


This chart shows the total general purpose revenue Magnolia Science Academy-5 expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy-5 is \$4,382,178, of which \$3,179,410 is Local Control Funding Formula (LCFF), \$625,896 is other state funds, \$20,000 is local funds, and \$556,872 is federal funds. Of the \$3,179,410 in LCFF Funds, \$782,171 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy-5 plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Magnolia Science Academy-5 plans to spend \$4,181,438 for the 2021-22 school year. Of that amount, \$4,181,438 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

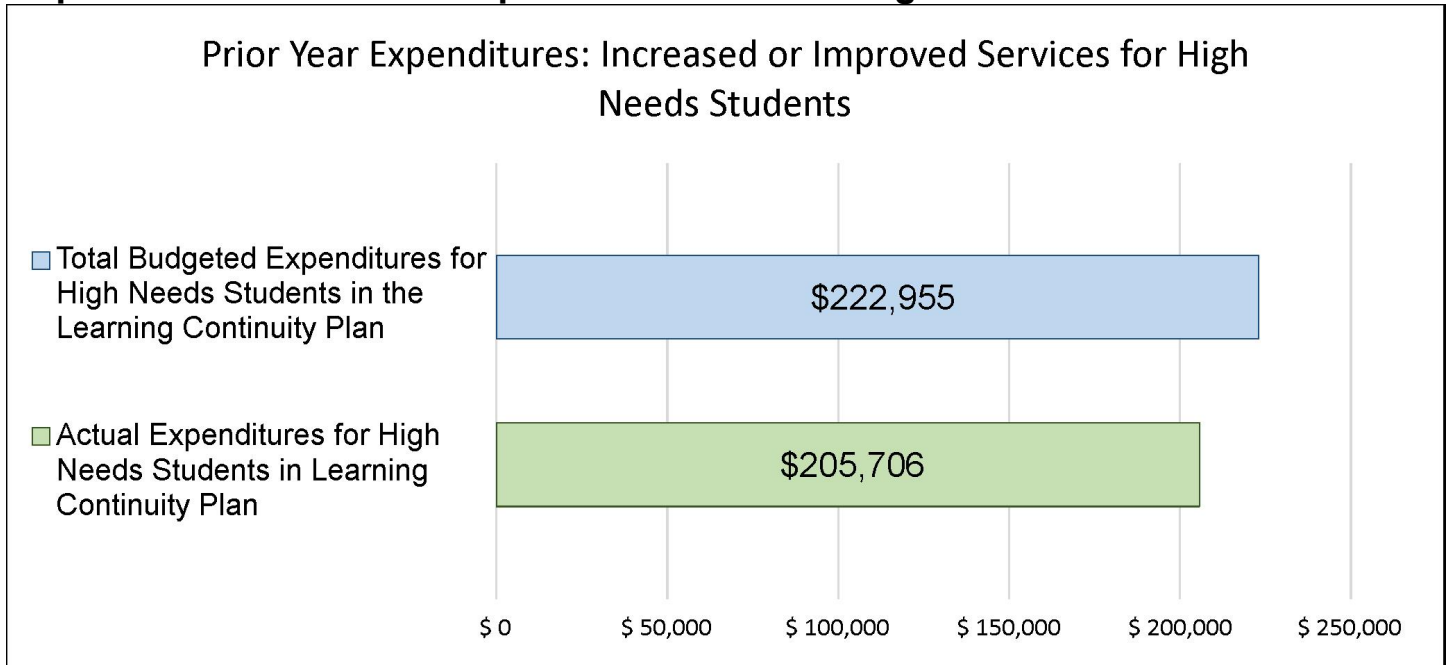
All general fund budget expenditures have been included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Magnolia Science Academy-5 is projecting it will receive \$782,171 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-5 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy-5 plans to spend \$1,415,605 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Magnolia Science Academy-5 budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy-5 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Magnolia Science Academy-5's Learning Continuity Plan budgeted \$222,955 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-5 actually spent \$205,706 for actions to increase or improve services for high needs students in 2020-21.

As explained in the LCP analysis, the main difference was due to the school being in distance learning most of the year and not having the need for a CNA in person at the school site. The planned actions and services were fully provided to high needs students.

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Magnolia Science Academy 6
CDS Code:	19-64733-0117648
LEA Contact Information:	Name: James Choe Position: Principal Email: jchoe@magnoliapublicschools.org Phone: (310) 842-8555
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$852,263
LCFF Supplemental & Concentration Grants	\$208,968
All Other State Funds	\$200,022
All Local Funds	\$20,000
All federal funds	\$650,517
Total Projected Revenue	\$1,722,802

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$1,673,885
Total Budgeted Expenditures in the LCAP	\$1,673,885
Total Budgeted Expenditures for High Needs Students in the LCAP	\$546,579
Expenditures not in the LCAP	\$0

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$224,600
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$209,917

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$337,611
2020-21 Difference in Budgeted and Actual Expenditures	\$-14,683

Update on Additional Funding Received in 2021-22 (Mid-Year Review)	Response(s)
This area is provided to include an update regarding additional funding received in 2021-22 (Mid-Year Review).	Total LCFF Funds: \$937,700 (Increase of \$85,437) LCFF Supplemental & Concentration Grants: \$271,685 (Increase of \$62,717) All Other State Funds: \$218,247 (Increase of \$18,225) All Local Funds: \$11,151 (Decrease of \$8,849) All Federal Funds: \$711,145 (Increase of \$60,628) Total Projected Revenue: \$1,878,243 (Increase of \$155,441)

Required Prompts(s)	Response(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</p>	<p>All general fund budget expenditures have been included in the LCAP.</p>
<p>The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.</p>	<p>As explained in the LCP analysis, the differences are minor and mainly due to savings since the school was in distance learning most of the year. The planned actions and services were fully provided to high needs students.</p>

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy 6

CDS Code: 19-64733-0117648

School Year: 2021-22

LEA contact information:

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).

Update on Additional Funding Received in 2021-22

Total LCFF Funds: \$937,700 (Increase of \$85,437)

LCFF Supplemental & Concentration Grants: \$271,685 (Increase of \$62,717)

All Other State Funds: \$218,247 (Increase of \$18,225)

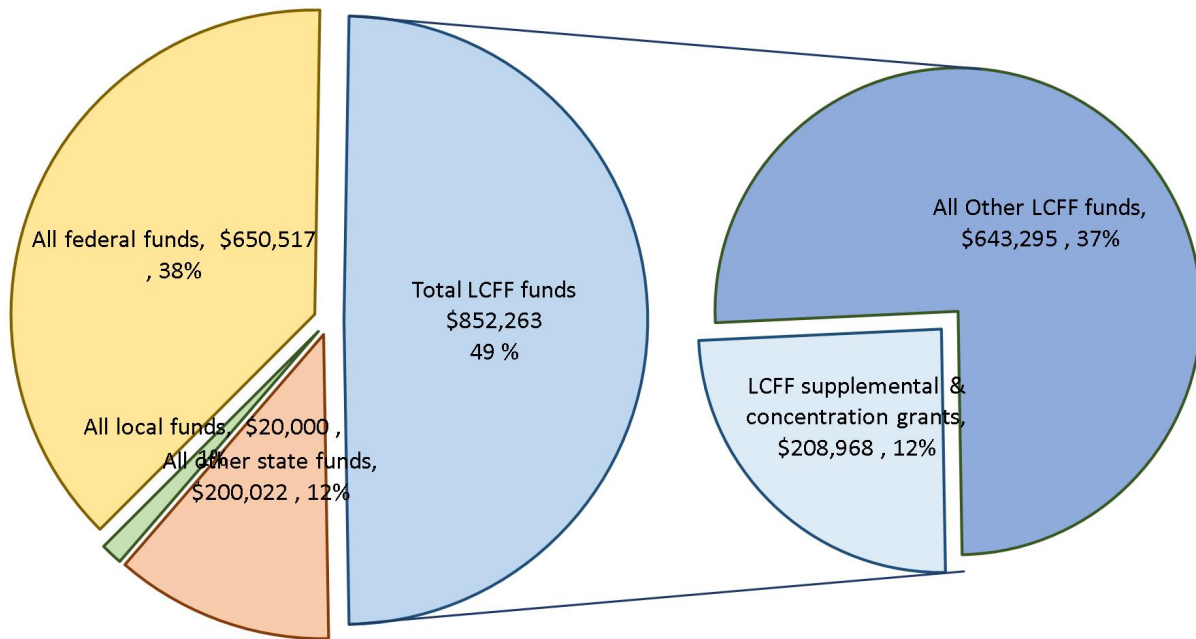
All Local Funds: \$11,151 (Decrease of \$8,849)

All Federal Funds: \$711,145 (Increase of \$60,628)

Total Projected Revenue: \$1,878,243 (Increase of \$155,441)

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

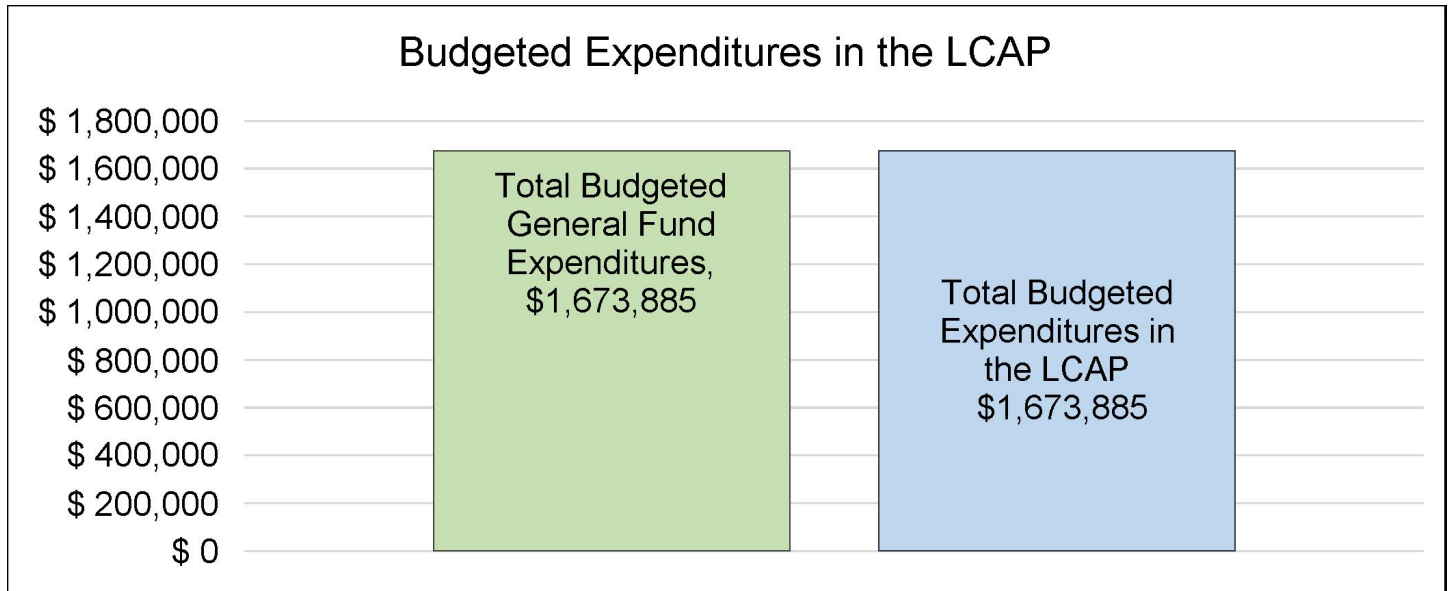


This chart shows the total general purpose revenue Magnolia Science Academy 6 expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy 6 is \$1,722,802, of which \$852,263 is Local Control Funding Formula (LCFF), \$200,022 is other state funds, \$20,000 is local funds, and \$650,517 is federal funds. Of the \$852,263 in LCFF Funds, \$208,968 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy 6 plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Magnolia Science Academy 6 plans to spend \$1,673,885 for the 2021-22 school year. Of that amount, \$1,673,885 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

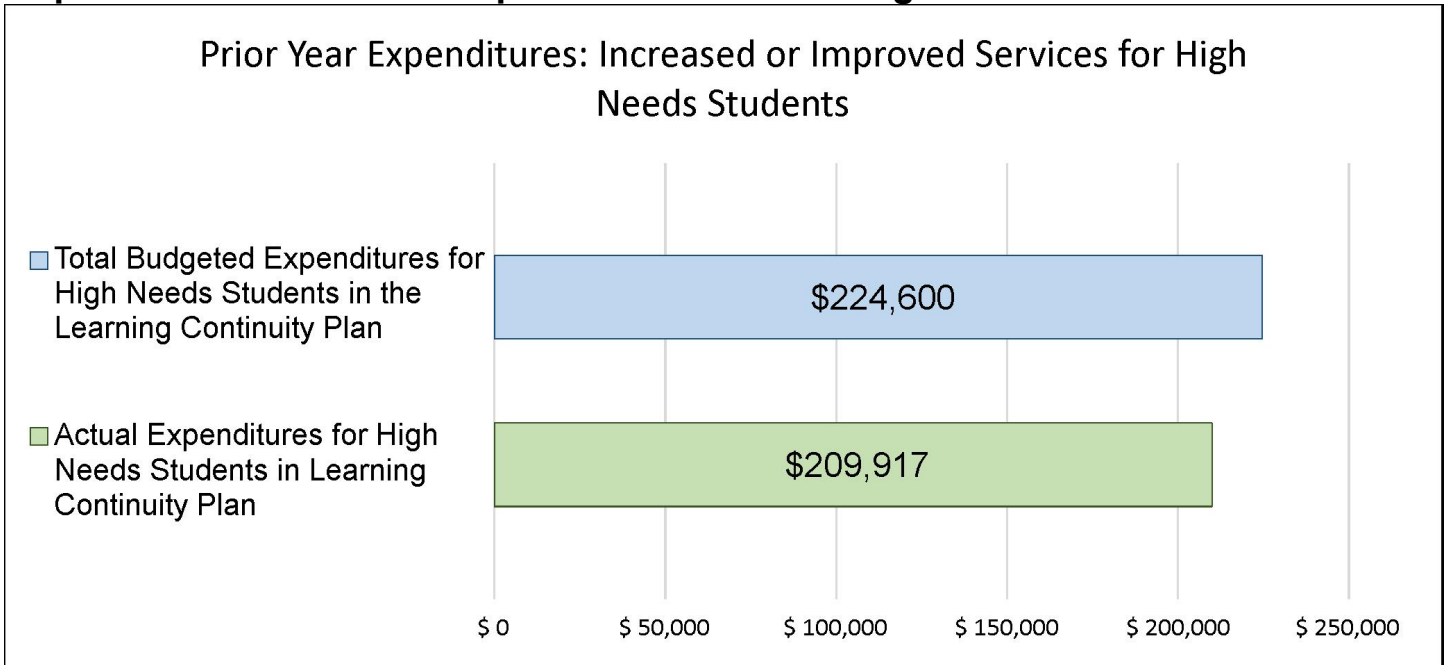
All general fund budget expenditures have been included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Magnolia Science Academy 6 is projecting it will receive \$208,968 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy 6 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy 6 plans to spend \$546,579 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Magnolia Science Academy 6 budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy 6 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Magnolia Science Academy 6's Learning Continuity Plan budgeted \$224,600 for planned actions to increase or improve services for high needs students. Magnolia Science Academy 6 actually spent \$209,917 for actions to increase or improve services for high needs students in 2020-21.

As explained in the LCP analysis, the differences are minor and mainly due to savings since the school was in distance learning most of the year. The planned actions and services were fully provided to high needs students.

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Magnolia Science Academy 7
CDS Code:	19-64733-0117655
LEA Contact Information:	Name: Meagan Wittek Position: Principal Email: mwittek@magnoliapublicschools.org Phone: (818) 886-0585
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$3,089,032
LCFF Supplemental & Concentration Grants	\$674,066
All Other State Funds	\$834,096
All Local Funds	\$20,000
All federal funds	\$390,244
Total Projected Revenue	\$4,333,372

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$4,241,406
Total Budgeted Expenditures in the LCAP	\$4,241,406
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1,161,521
Expenditures not in the LCAP	\$0

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$180,200
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$157,800

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$487,455
2020-21 Difference in Budgeted and Actual Expenditures	\$-22,400

Update on Additional Funding Received in 2021-22 (Mid-Year Review)	Response(s)
This area is provided to include an update regarding additional funding received in 2021-22 (Mid-Year Review).	Total LCFF Funds: \$3,040,952 (Decrease of \$48,080) LCFF Supplemental & Concentration Grants: \$782,062 (Increase of \$107,996) All Other State Funds: \$886,715 (Increase of \$52,619) All Local Funds: \$48,397 (Increase of \$28,397) All Federal Funds: \$679,799 (Increase of \$289,555) Total Projected Revenue: \$4,655,864 (Increase of \$322,492)

Required Prompts(s)	Response(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</p>	<p>All general fund budget expenditures have been included in the LCAP.</p>
<p>The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.</p>	<p>As explained in the LCP analysis, the main difference was due to the school being in distance learning most of the year and not having the need for a CNA in person at the school site. The planned actions and services were fully provided to high needs students.</p>

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy 7

CDS Code: 19-64733-0117655

School Year: 2021-22

LEA contact information:

Meagan Wittek

Principal

mwittek@magnoliapublicschools.org

(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).

Update on Additional Funding Received in 2021-22

Total LCFF Funds: \$3,040,952 (Decrease of \$48,080)

LCFF Supplemental & Concentration Grants: \$782,062 (Increase of \$107,996)

All Other State Funds: \$886,715 (Increase of \$52,619)

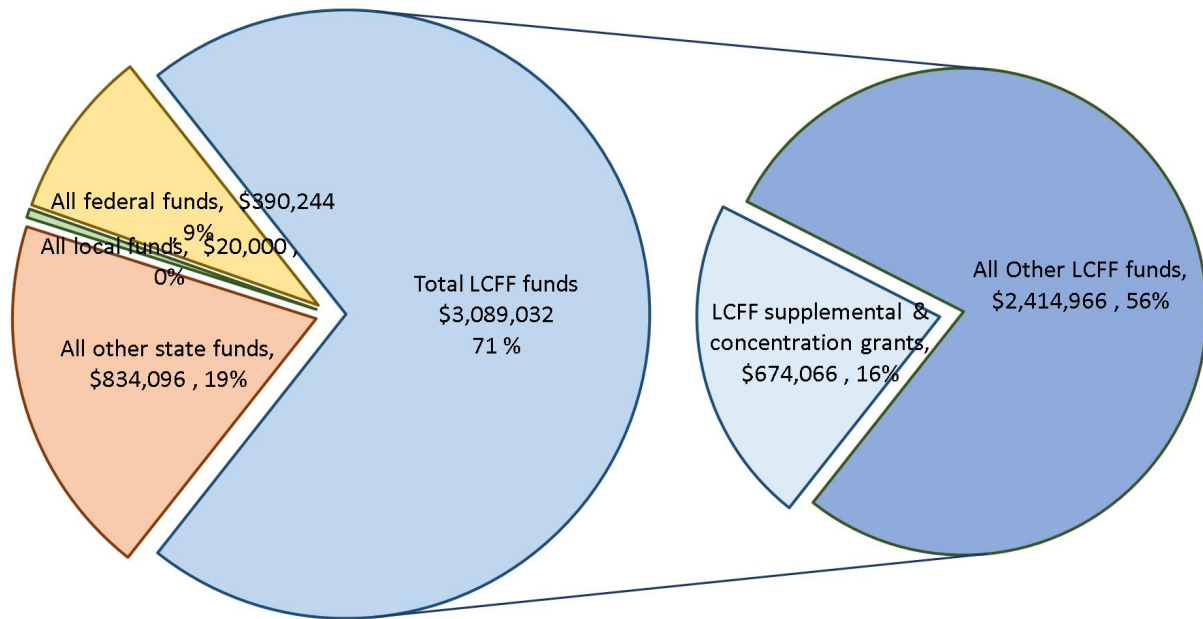
All Local Funds: \$48,397 (Increase of \$28,397)

All Federal Funds: \$679,799 (Increase of \$289,555)

Total Projected Revenue: \$4,655,864 (Increase of \$322,492)

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

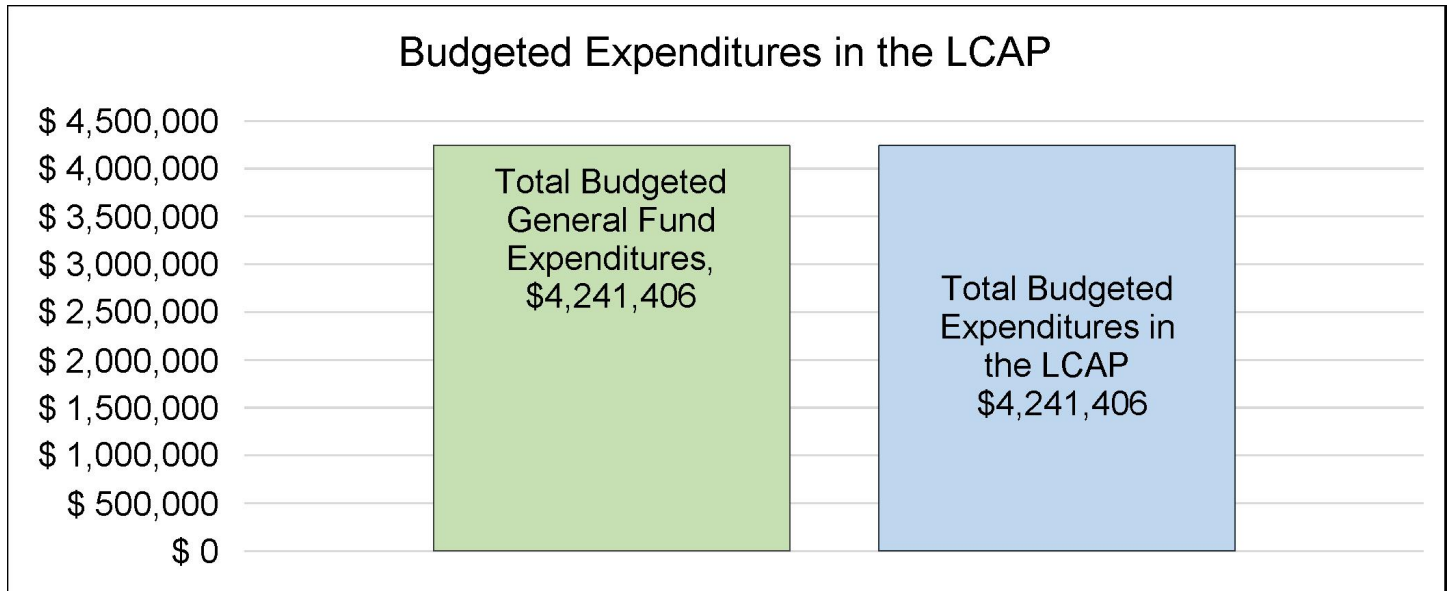


This chart shows the total general purpose revenue Magnolia Science Academy 7 expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy 7 is \$4,333,372, of which \$3,089,032 is Local Control Funding Formula (LCFF), \$834,096 is other state funds, \$20,000 is local funds, and \$390,244 is federal funds. Of the \$3,089,032 in LCFF Funds, \$674,066 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy 7 plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Magnolia Science Academy 7 plans to spend \$4,241,406 for the 2021-22 school year. Of that amount, \$4,241,406 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

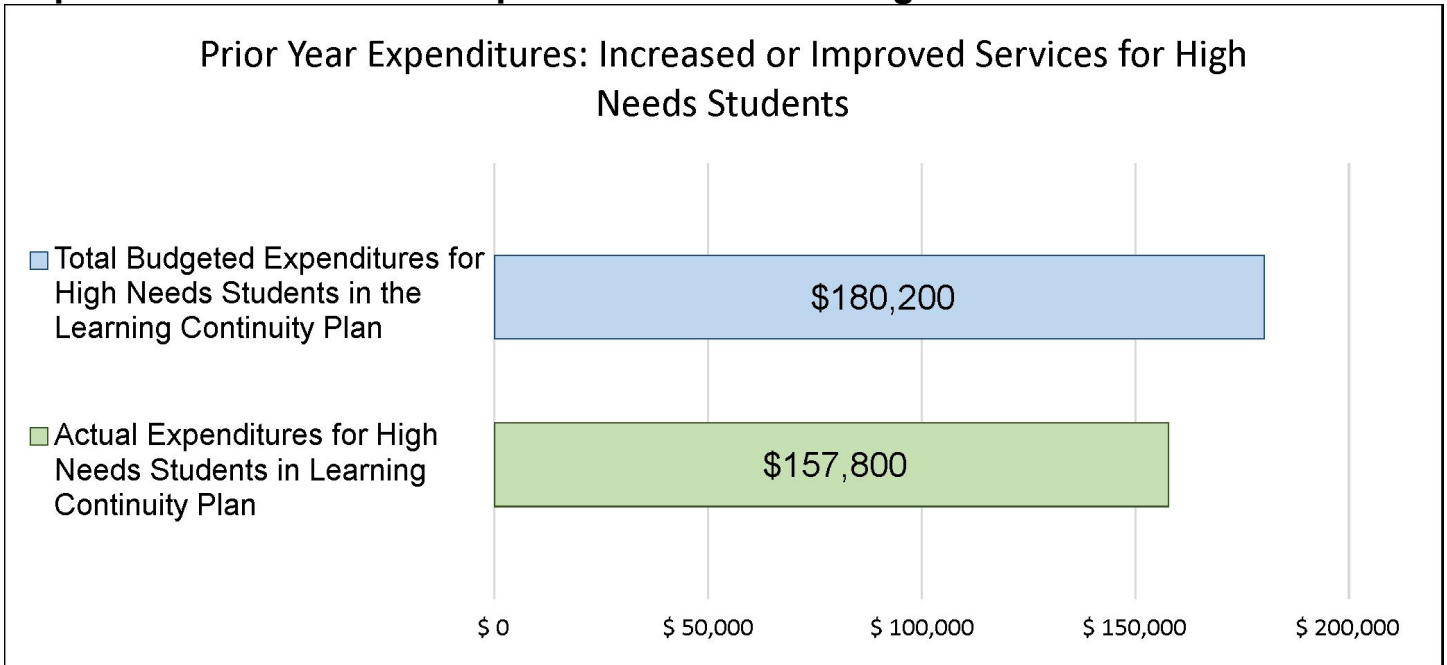
All general fund budget expenditures have been included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Magnolia Science Academy 7 is projecting it will receive \$674,066 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy 7 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy 7 plans to spend \$1,161,521 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Magnolia Science Academy 7 budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy 7 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Magnolia Science Academy 7's Learning Continuity Plan budgeted \$180,200 for planned actions to increase or improve services for high needs students. Magnolia Science Academy 7 actually spent \$157,800 for actions to increase or improve services for high needs students in 2020-21.

As explained in the LCP analysis, the main difference was due to the school being in distance learning most of the year and not having the need for a CNA in person at the school site. The planned actions and services were fully provided to high needs students.

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Magnolia Science Academy-Bell
CDS Code:	19-64733-0122747
LEA Contact Information:	Name: Laura Schlottman Position: Principal Email: lbschlottman@magnoliapublicschools.org Phone: (323) 826-3925
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$4,536,254
LCFF Supplemental & Concentration Grants	\$1,050,153
All Other State Funds	\$852,289
All Local Funds	\$20,000
All federal funds	\$741,224
Total Projected Revenue	\$6,149,767

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$6,131,448
Total Budgeted Expenditures in the LCAP	\$6,131,448
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1,722,395
Expenditures not in the LCAP	\$0

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$1,437,940
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$1,110,283

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$672,242
2020-21 Difference in Budgeted and Actual Expenditures	-\$327,657

Update on Additional Funding Received in 2021-22 (Mid-Year Review)	Response(s)
This area is provided to include an update regarding additional funding received in 2021-22 (Mid-Year Review).	Total LCFF Funds: \$4,064,916 (Decrease of \$471,338) LCFF Supplemental & Concentration Grants: \$1,074,291 (Increase of \$24,138) All Other State Funds: \$925,410 (Increase of \$73,121) All Local Funds: \$149,295 (Increase of \$129,295) All Federal Funds: \$1,283,828 (Increase of \$542,604) Total Projected Revenue: \$6,423,448 (Increase of \$273,681)

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	All general fund budget expenditures have been included in the LCAP.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.	As explained in the LCP analysis, the main difference is due to the number of projected distance learning staff and their salaries. It was determined that additional salary increases were not necessary and savings were used to support actions and services that contribute to unduplicated students. The planned actions and services were fully provided to high needs students.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-Bell

CDS Code: 19-64733-0122747

School Year: 2021-22

LEA contact information:

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).

Update on Additional Funding Received in 2021-22

Total LCFF Funds: \$4,064,916 (Decrease of \$471,338)

LCFF Supplemental & Concentration Grants: \$1,074,291 (Increase of \$24,138)

All Other State Funds: \$925,410 (Increase of \$73,121)

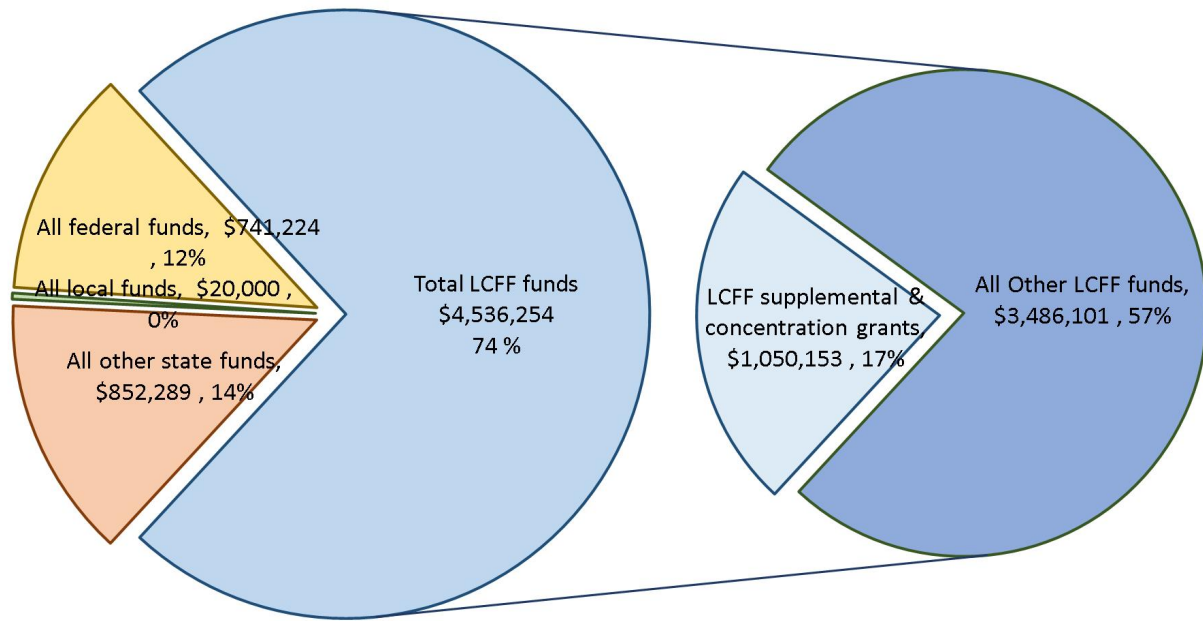
All Local Funds: \$149,295 (Increase of \$129,295)

All Federal Funds: \$1,283,828 (Increase of \$542,604)

Total Projected Revenue: \$6,423,448 (Increase of \$273,681)

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

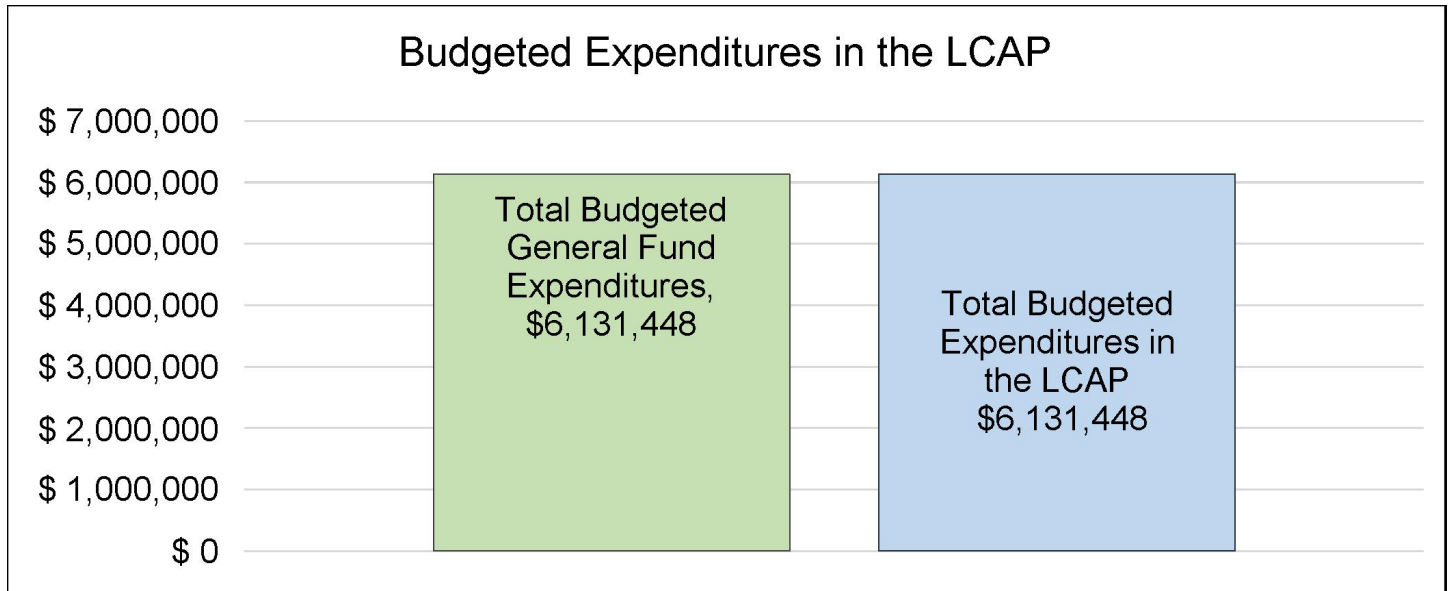


This chart shows the total general purpose revenue Magnolia Science Academy-Bell expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy-Bell is \$6,149,767, of which \$4,536,254 is Local Control Funding Formula (LCFF), \$852,289 is other state funds, \$20,000 is local funds, and \$741,224 is federal funds. Of the \$4,536,254 in LCFF Funds, \$1,050,153 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy-Bell plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Magnolia Science Academy-Bell plans to spend \$6,131,448 for the 2021-22 school year. Of that amount, \$6,131,448 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

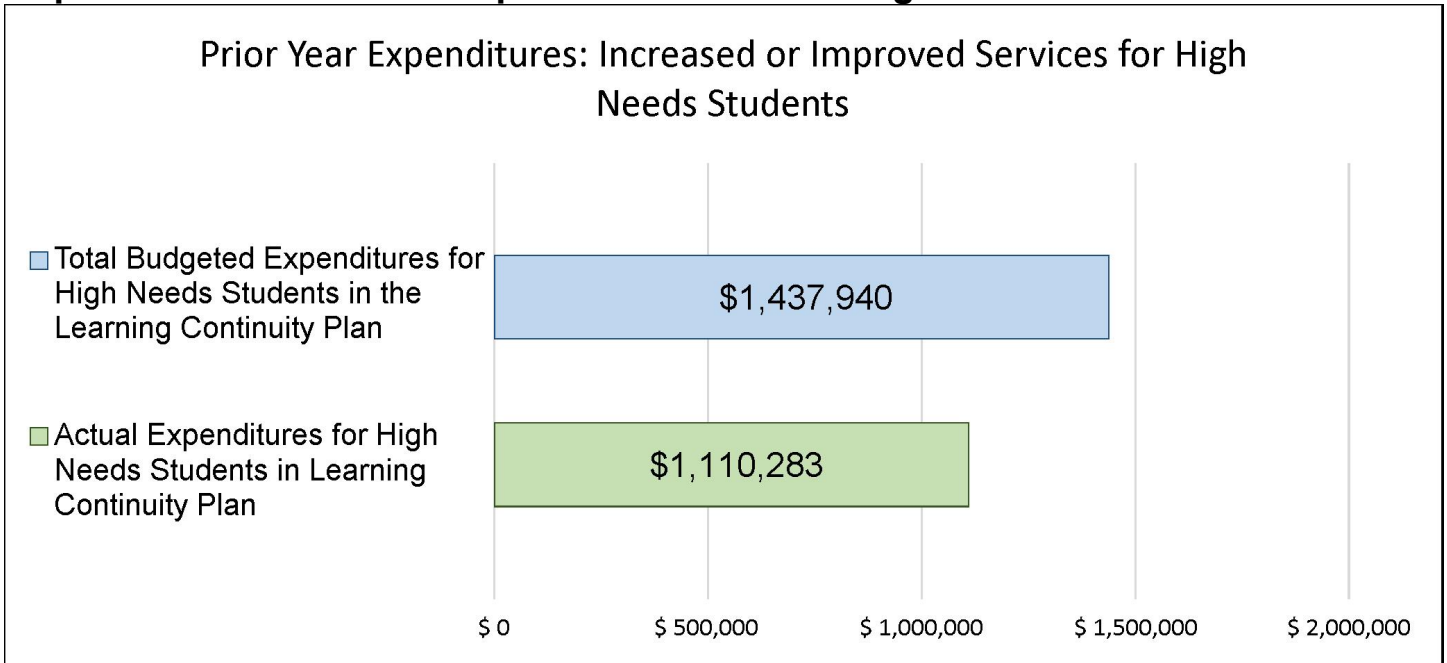
All general fund budget expenditures have been included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Magnolia Science Academy-Bell is projecting it will receive \$1,050,153 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-Bell must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy-Bell plans to spend \$1,722,395 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Magnolia Science Academy-Bell budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy-Bell estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Magnolia Science Academy-Bell's Learning Continuity Plan budgeted \$1,437,940 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-Bell actually spent \$1,110,283 for actions to increase or improve services for high needs students in 2020-21.

As explained in the LCP analysis, the main difference is due to the number of projected distance learning staff and their salaries. It was determined that additional salary increases were not necessary and savings were used to support actions and services that contribute to unduplicated students. The planned actions and services were fully provided to high needs students.

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Magnolia Science Academy - Santa Ana
CDS Code:	30-76893-0130765
LEA Contact Information:	Name: Steven Keskindurk Position: Principal Email: skeskindurk@magnoliapublicschools.org Phone: (714) 479-0115
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$6,194,583
LCFF Supplemental & Concentration Grants	\$1,448,867
All Other State Funds	\$1,293,137
All Local Funds	\$20,000
All federal funds	\$1,394,270
Total Projected Revenue	\$8,901,990

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$8,722,199
Total Budgeted Expenditures in the LCAP	\$8,722,199
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1,954,685
Expenditures not in the LCAP	\$0

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$188,700
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$197,994

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$505,818
2020-21 Difference in Budgeted and Actual Expenditures	\$9,294

Update on Additional Funding Received in 2021-22 (Mid-Year Review)	Response(s)
This area is provided to include an update regarding additional funding received in 2021-22 (Mid-Year Review).	Total LCFF Funds: \$5,997,245 (Decrease of \$197,338) LCFF Supplemental & Concentration Grants: \$1,625,165 (Increase of \$176,298) All Other State Funds: \$1,166,125 (Decrease of \$127,012) All Local Funds: \$58,804 (Increase of \$38,804) All Federal Funds: \$1,512,396 (Increase of \$118,126) Total Projected Revenue: \$8,734,570 (Decrease of \$167,420)

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Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	All general fund budget expenditures have been included in the LCAP.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy - Santa Ana

CDS Code: 30-76893-0130765

School Year: 2021-22

LEA contact information:

Steven Keskinturk

Principal

skeskinturk@magnoliapublicschools.org

(714) 479-0115

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Update on Additional Funding Received in 2021-22

Total LCFF Funds: \$5,997,245 (Decrease of \$197,338)

LCFF Supplemental & Concentration Grants: \$1,625,165 (Increase of \$176,298)

All Other State Funds: \$1,166,125 (Decrease of \$127,012)

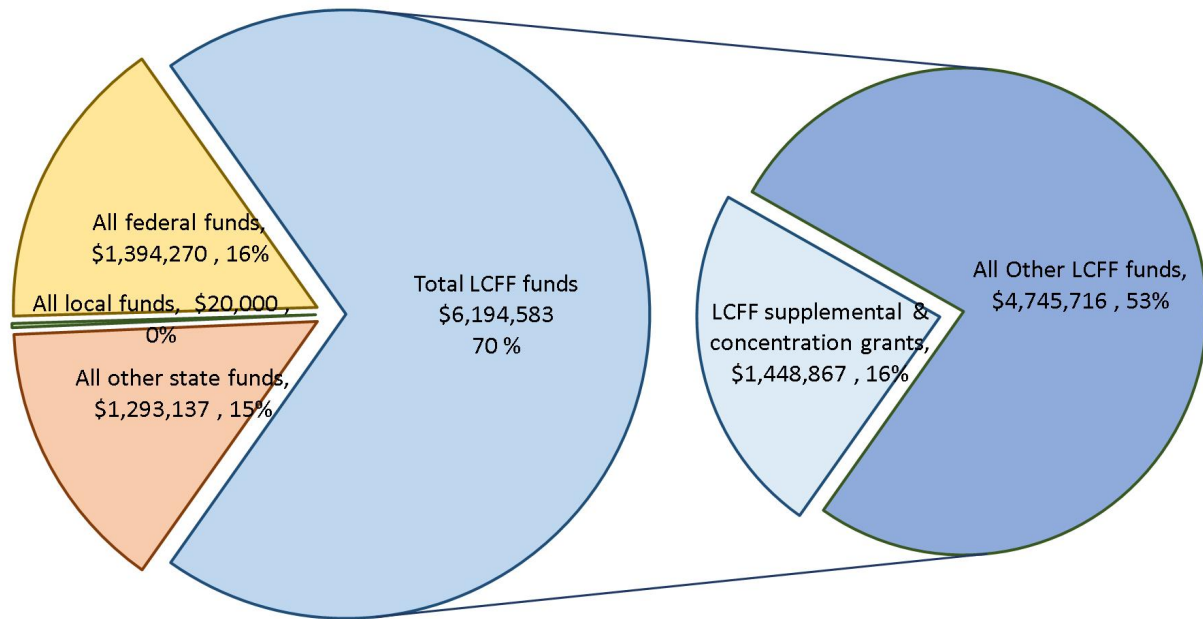
All Local Funds: \$58,804 (Increase of \$38,804)

All Federal Funds: \$1,512,396 (Increase of \$118,126)

Total Projected Revenue: \$8,734,570 (Decrease of \$167,420)

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

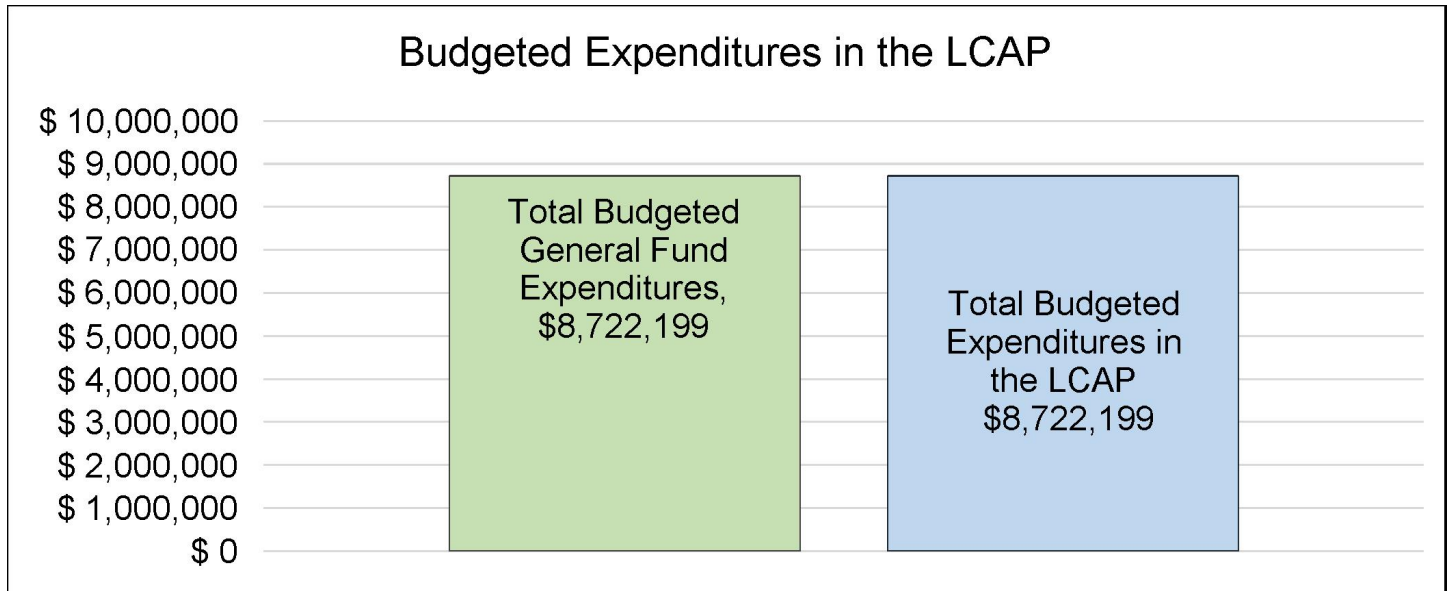


This chart shows the total general purpose revenue Magnolia Science Academy - Santa Ana expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy - Santa Ana is \$8,901,990, of which \$6,194,583 is Local Control Funding Formula (LCFF), \$1,293,137 is other state funds, \$20,000 is local funds, and \$1,394,270 is federal funds. Of the \$6,194,583 in LCFF Funds, \$1,448,867 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy - Santa Ana plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Magnolia Science Academy - Santa Ana plans to spend \$8,722,199 for the 2021-22 school year. Of that amount, \$8,722,199 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

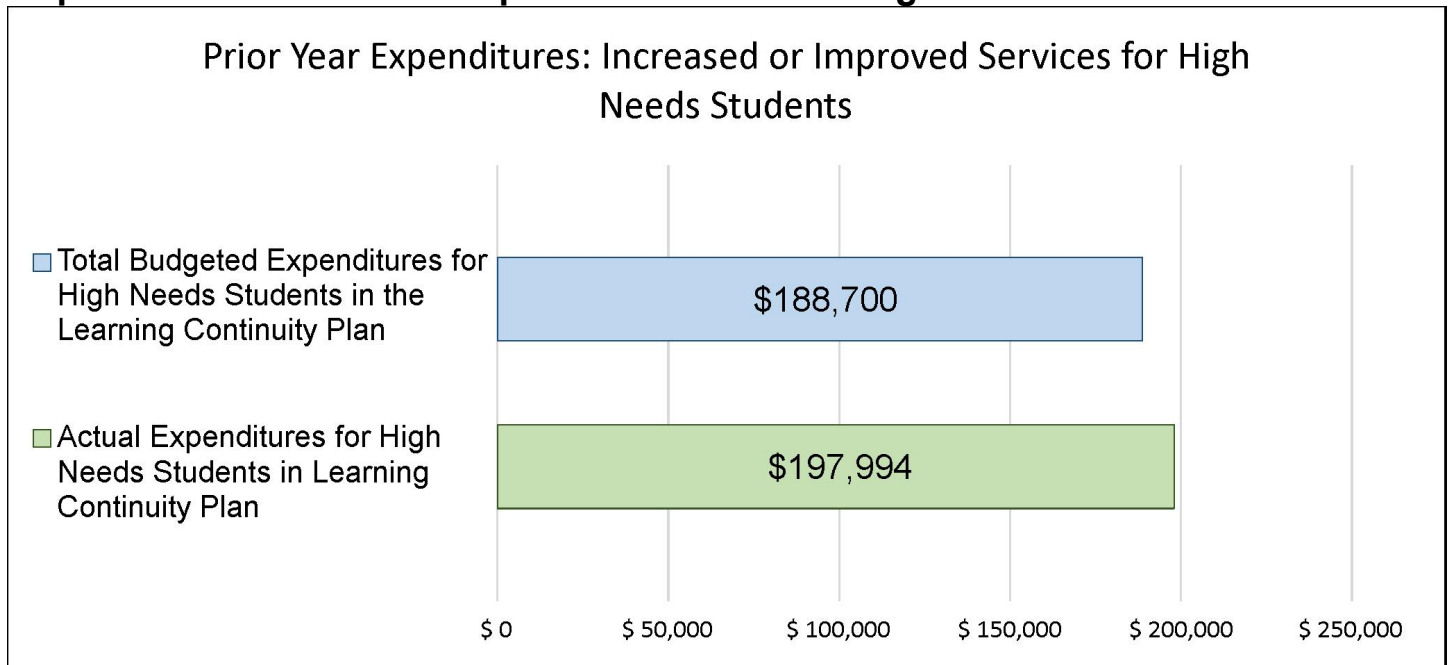
All general fund budget expenditures have been included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Magnolia Science Academy - Santa Ana is projecting it will receive \$1,448,867 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy - Santa Ana must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy - Santa Ana plans to spend \$1,954,685 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Magnolia Science Academy - Santa Ana budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy - Santa Ana estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Magnolia Science Academy - Santa Ana's Learning Continuity Plan budgeted \$188,700 for planned actions to increase or improve services for high needs students. Magnolia Science Academy - Santa Ana actually spent \$197,994 for actions to increase or improve services for high needs students in 2020-21.

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Magnolia Science Academy San Diego
CDS Code:	37-68338-0109157
LEA Contact Information:	Name: Gokhan Serce Position: Principal Email: gserce@magnoliapublicschools.org Phone: (619) 644-1300
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$3,660,985
LCFF Supplemental & Concentration Grants	\$263,760
All Other State Funds	\$706,901
All Local Funds	\$55,000
All federal funds	\$356,464
Total Projected Revenue	\$4,779,350

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$4,780,734
Total Budgeted Expenditures in the LCAP	\$4,780,734
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1,023,536
Expenditures not in the LCAP	\$0

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$56,750
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$59,829

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$759,776
2020-21 Difference in Budgeted and Actual Expenditures	\$3,079

Update on Additional Funding Received in 2021-22 (Mid-Year Review)	Response(s)
This area is provided to include an update regarding additional funding received in 2021-22 (Mid-Year Review).	Total LCFF Funds: \$3,567,294 (Decrease of \$93,691) LCFF Supplemental & Concentration Grants: \$258,607 (Decrease of \$5,153) All Other State Funds: \$730,697 (Increase of \$23,796) All Local Funds: \$93,822 (Increase of \$38,822) All Federal Funds: \$443,450 (Increase of \$86,986) Total Projected Revenue: \$4,835,263 (Increase of \$55,913)

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Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	All general fund budget expenditures have been included in the LCAP.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy San Diego

CDS Code: 37-68338-0109157

School Year: 2021-22

LEA contact information:

Gokhan Serce

Principal

gserce@magnoliapublicschools.org

(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).

Update on Additional Funding Received in 2021-22

Total LCFF Funds: \$3,567,294 (Decrease of \$93,691)

LCFF Supplemental & Concentration Grants: \$258,607 (Decrease of \$5,153)

All Other State Funds: \$730,697 (Increase of \$23,796)

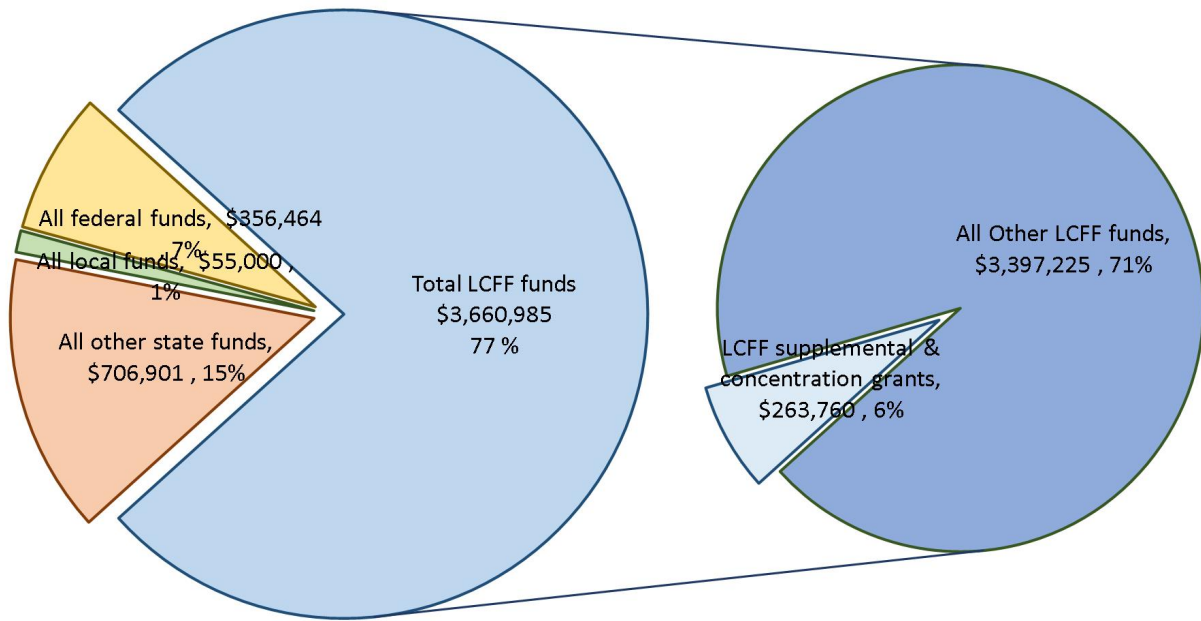
All Local Funds: \$93,822 (Increase of \$38,822)

All Federal Funds: \$443,450 (Increase of \$86,986)

Total Projected Revenue: \$4,835,263 (Increase of \$55,913)

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

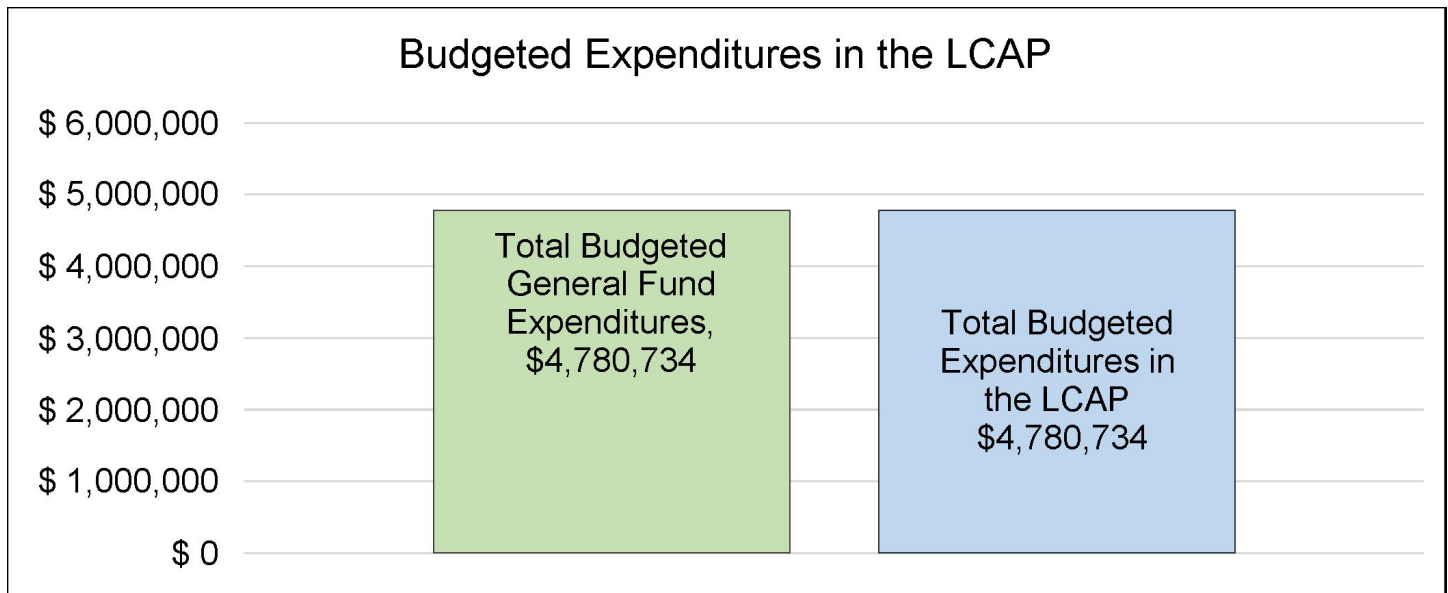


This chart shows the total general purpose revenue Magnolia Science Academy San Diego expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy San Diego is \$4,779,350, of which \$3,660,985 is Local Control Funding Formula (LCFF), \$706,901 is other state funds, \$55,000 is local funds, and \$356,464 is federal funds. Of the \$3,660,985 in LCFF Funds, \$263,760 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy San Diego plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Magnolia Science Academy San Diego plans to spend \$4,780,734 for the 2021-22 school year. Of that amount, \$4,780,734 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

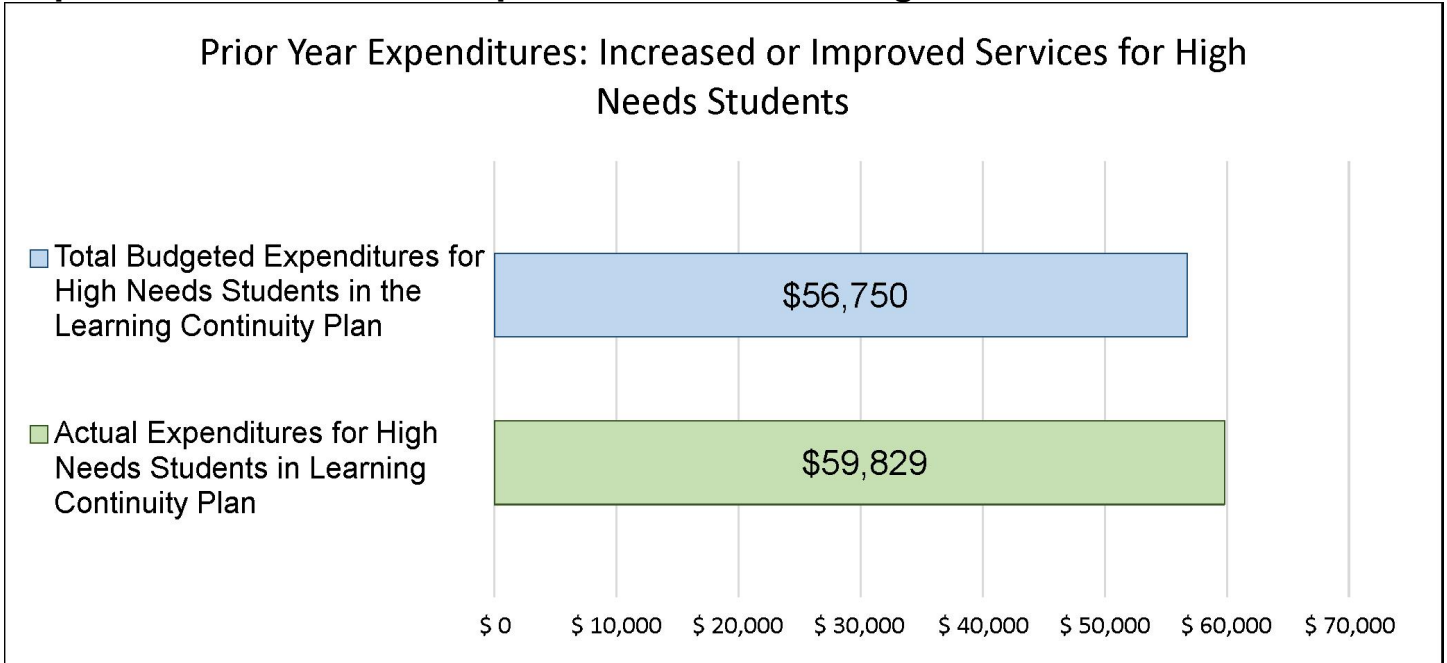
All general fund budget expenditures have been included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Magnolia Science Academy San Diego is projecting it will receive \$263,760 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy San Diego must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy San Diego plans to spend \$1,023,536 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Magnolia Science Academy San Diego budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy San Diego estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Magnolia Science Academy San Diego's Learning Continuity Plan budgeted \$56,750 for planned actions to increase or improve services for high needs students. Magnolia Science Academy San Diego actually spent \$59,829 for actions to increase or improve services for high needs students in 2020-21.

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 2021-22 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 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

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 2021-22 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
- 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

2021-22 LCAP Supplement for Magnolia Science Academy 2

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

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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

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 2021-22 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

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 2021-22 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

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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



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 2021-22 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 \$65,000 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 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

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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

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 2021-22 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 Depreciation 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 Depreciation 0
Other Outflows 0
Total Expense 8,070

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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.

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- 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

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	mwwittek@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 2021-22 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:

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

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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



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 2021-22 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 approved 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

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- 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.

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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

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 Keskindurk, 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 2021-22 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 schoolwide 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.

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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.

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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.

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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.

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California Department of Education
November 2021

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 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 2021-22 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

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.

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.

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-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.

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Introduction

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California Department of Education
November 2021

2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

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

Goal 1

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

Rationale

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.

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
1	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: 2	2023-24: 0
1	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2020-21: 0%	2021-22: 0%	2023-24: 0%
1	Number of identified instances where facilities do not meet the	2020-21: 0	2021-22: 1	2022-23: 0

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	“good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)			
6	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%
6	Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 99.3%	2021-22: (As of 12/17/21) 97.4%	2023-24: 97.0%

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
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	Ongoing	No		LCFF 46,000	\$46,000.00	\$173,250.00 The significant difference between the budgeted amount and the mid-year actual amount is due to the one-time use funds we have received that were not part of the original budget. Some of this additional funding will cover retention bonuses for current staff members.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.2	<p>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,</p>	Ongoing	No	LCFF 85,264	LCFF 403,633 Other State 80,000 Federal 17,000	\$585,897.00	\$335.826.20 We purchased all classroom textbooks and consumables for this academic year were purchased from McGraw Hill. Teachers were

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p> <p>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom,</p>						<p>authorized to order instructional supplies for their classrooms and books and other reference materials throughout the year. Finally, our IT manager's salary is covered here.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<p>GoGuardian, etc.), phone/internet, and depreciation.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Equipment: Resource: Title IV, Part A; Amount: \$2,891 								
1.3	<p>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</p>	Ongoing	No	LCFF	316,000	LCFF	1,697,000	\$2,013,000.00	\$1,010,786.98 We are currently on schedule to spend the approximate amount budgeted. We have continued to expand our custodial services by adding one full-time custodian to our team of three custodians. We partnered with a third-party vendor to support our site with deep cleaning during evenings and weekends. Facility costs are still being maintained accordingly (Rent & Leases, Gas & Electric, Insurance, Custodial Supplies, and Maintenance).

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.4	<p>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.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	Ongoing	Yes		LCFF 15,000	\$15,000.00	\$7,500.00 Funds here are being utilized to cover water and food for students and staff. We currently have spent half of the budgeted amount.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.5	<p>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.</p> <p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal</p>	Ongoing	No		LCFF 1,036,000	\$1,036,000.00	\$638,651.67 The bulk of these funds is being utilized by the Home Office, legal, audit & CPA, and oversight fees. In addition, professional services from other back-office support like Adaptive insights and DataWorks.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	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 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.

Rationale

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.

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
7	Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	2020-21: 100%	2021-22: (As of 12/17/21) 100%	2023-24: 100%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
7	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 12/17/21) 100%	2023-24: 100%
2	Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 12/17/21) 100%	2023-24: 100%
2	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 12/17/21) 12%	2023-24: 100%
8	Percentage of students who have received a grade of “C” or better (or performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)	2020-21: (First semester) 62%	2020-21: (Second semester) 64%	2023-24: 80%
8	Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 52.5	2021-22: (As of 12/17/21) 20.0	2023-24: 60.0
4	Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 45.06% English Learners: 3.03% Socioeconomically Disadvantaged: 44.69% 	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-	2022-23: <ul style="list-style-type: none"> All Students: 48.00% English Learners: 10.00% Socioeconomically Disadvantaged: 48.00%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<ul style="list-style-type: none"> • Students with Disabilities: 8.62% • Asian: 64.28% • Hispanic: 42.73% • White: 56.25% 	<p>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.</p> <p>Fall 2021 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> • All Students: 41.75% <p>IAB ELA Level 3 and 4 Projection (12/17/21):</p> <ul style="list-style-type: none"> • All Students: 38.21% 	<ul style="list-style-type: none"> • Students with Disabilities: 15.00% • Asian: 66.00% • Hispanic: 47.00% • White: 58.00%
4	Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	<p>2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> • All Students: 12.9 points below standard • English Learners: 67.8 points below standard • Socioeconomically Disadvantaged: 15.7 points below standard • Students with Disabilities: 96.0 points below standard • Asian: 49.6 points above standard • Hispanic: 19.4 points below standard • White: 20.9 points above standard 	<p>CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2020 to Fall 2021.</p> <p>Fall 2020 to Fall 2021 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> • All Students: 57.0% • English Learners: 50.0% 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> • All Students: 7.0 points below standard • English Learners: 59.0 points below standard • Socioeconomically Disadvantaged: 8.0 points below standard • Students with Disabilities: 80.0 points below standard • Asian: 50.0 points above standard • Hispanic: 12.0 points below standard • White: 22.0 points above standard

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			<ul style="list-style-type: none"> Students with Disabilities: 66.2% 	
4	Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> All Students: 57.6% English Learners: 51.0% Socioeconomically Disadvantaged: 58.6% Students with Disabilities: 60.5% Asian: 67.7% Hispanic: 57.3% White: 55.0% 	The Measures of Academic Progress (MAP)-Reading assessment was implemented in Fall 2021 and will be implemented again in Spring 2021 to measure growth from fall to spring. In the interim, we will use the fall to fall data. Fall 2020 to Fall 2021 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 57.0% 	2023-24: <ul style="list-style-type: none"> All Students: 60.0% English Learners: 60.0% Socioeconomically Disadvantaged: 60.0% Students with Disabilities: 60.0% Asian: 70.0% Hispanic: 60.0% White: 60.0%
4	Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> 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. Fall 2021 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: <ul style="list-style-type: none"> All Students: 16.86% 	2022-23: <ul style="list-style-type: none"> 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%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			IAB Math Level 3 and 4 Projection (12/17/21): <ul style="list-style-type: none"> All Students: 26.33% 	
4	Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> All Students: 43.1 points below standard English Learners: 77.6 points below standard Socioeconomically Disadvantaged: 47.1 points below standard Students with Disabilities: 121.2 points below standard Asian: 34.3 points above standard Hispanic: 50.0 points below standard White: 6.2 points above 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 growth projections from Fall 2020 to Fall 2021. Fall 2020 to Fall 2021 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 45.4% English Learners: 52.2% Students with Disabilities: 51.9% 	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 37.0 points below standard English Learners: 67.0 points below standard Socioeconomically Disadvantaged: 41.0 points below standard Students with Disabilities: 100.0 points below standard Asian: 35.0 points above standard Hispanic: 42.0 points below standard White: 8.0 points above standard
4	Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> All Students: 57.7% English Learners: 55.4% Socioeconomically Disadvantaged: 57.6% Students with Disabilities: 51.1% Asian: 68.8% 	The Measures of Academic Progress (MAP)-Mathematics assessment was implemented in Fall 2021 and will be implemented again in Spring 2021 to measure growth from fall to spring. In the interim, we will use the fall to fall data.	2023-24: <ul style="list-style-type: none"> All Students: 65.0% English Learners: 60.0% Socioeconomically Disadvantaged: 65.0% Students with Disabilities: 60.0% Asian: 70.0%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<ul style="list-style-type: none"> Hispanic: 56.5% White: 68.4% 	Fall 2020 to Fall 2021 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 45.4% 	<ul style="list-style-type: none"> Hispanic: 65.0% White: 70.0%
4	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 2021 summative ELPAC results by level. 2021 ELPAC Percentage of Students at Each Performance Level: <ul style="list-style-type: none"> Level 4: 10.14% Level 3: 35.14% Level 3: 38.51% Level 1: 16.22% 	2022-23: (2023 Dashboard) 55.0%
4	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 2021 summative ELPAC percentage for the Level 4 performance level. 2021 ELPAC Percentage of Students Level 4: 10.14%	2023-24: 13.0%
4	Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 30.61% English Learners: 0.00% Socioeconomically Disadvantaged: 29.46% Students with Disabilities: 5.00% 	CAST assessments were waived during the 2019-20 and 2020-21 school years.	2022-23: <ul style="list-style-type: none"> All Students: 33.00% English Learners: 10.00% Socioeconomically Disadvantaged: 33.00% Students with Disabilities: 15.00%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<ul style="list-style-type: none"> Hispanic: 26.56% 		<ul style="list-style-type: none"> Hispanic: 30.00%

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	<p>Broad course of study and standards-based curriculum</p> <p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.</p>	Ongoing	No	LCFF 2,351,910 Other State 92,135	LCFF 40,000	\$2,484,045.00	\$1,155,248.16 Teacher and admin salaries and benefits are covered here. Additionally, substitute expenses are covered here too. Due to teacher shortage, we have spent more than anticipated on that line item.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
2.2	<p>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</p>	Ongoing	Yes		<p>LCFF 38,750 Federal 20,000</p>	\$58,750.00	<p>\$32,043.00</p> <p>Professional development provided by Kagan, tuition reimbursement for two teachers, and TeachBoost software fees are covered here. Due to the hiring of several new teachers, the remaining expenses will go towards supporting their credentialing expenses and other staff members working toward professional growth.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Professional development expenses: Resource: Title II, Part A; Amount: \$13,836 						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<ul style="list-style-type: none"> Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: \$20,000 						
2.3	<p>MTSS - Academic enrichment, intervention, and student support</p> <p>Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small</p>	Ongoing	Yes	LCFF 320,635 Other State 120,327 Federal 496,592	LCFF 13,750 Other State 30,000 Federal 32,000	\$1,013,304.00	\$464,650.89 Additional staff's salaries and benefits are covered here. This would include Dean of Academics, Title I Coordinator, and instructional aides. Also, teacher additional duties, Saturday School, Class Coverage, and summer school are utilized here. Finally, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, IXL, ST Math, Standards Plus, Quizizz, Padlet, and Listenwise). Grammarly, Cambium Learning, Flocabulary, Alexandria Library, Nearpod, Newsela, and myON.)

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Accelerated Reader, Lexercise, ST Math, Standards Plus, Quizizz, Padlet, Grade</p>						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, Listenwise, Grammarly, Cambium Learning, ABC Mouse, Learning A-Z, Cityspan, Flocabulary, Alexandria Library, Nearpod, Newsela, and myON.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Title-I Coordinator salary and benefits: Resource: Title I, Part A; Amount: \$214,797 • Teacher stipends for Saturday school: Resource: Title I, Part A; Amount: \$25,000 • Evidence-based supplemental intervention/enrichment program fees (for the programs listed in the expenditures description above): Resource: Title I, Part A; Amount: \$48,500 						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses	Total Funds	Mid-Year Report
2.4	<p>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</p>	Ongoing	Yes	LCFF	91,945		\$180,345.00	<p>\$93,120.63</p> <p>Our EL Coordinator's salary and benefits are funded here along with MPS EL Coordinator's.</p>
				Federal	88,400			

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • MPS EL Coordinator salary and benefits: Resource: Title III, Part A; Amount: \$88,400 						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.5	<p>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</p>	Ongoing	No	LCFF 99,252 Other State 506,105 Federal 131,187	Federal 70,000	\$806,544.00	\$400,389.36 Funding is associated with our SPED Coordinator, and other SPED team members' salaries and benefits. This includes three RSP teachers and five paraprofessionals, and the SPED Coordinator. Outsourced SPED fees are covered here as well. These include Occupational Therapy, Speech and Language, Deaf and Hard of Hearing, and Adaptive PE.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal 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.

Rationale

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.

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	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%	2021-22: (Projected As of 12/17/21) 56.8%	2022-23: (2023 Dashboard) 70.0%
4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: 55.56%	2020-21: 45.95% 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. Fall 2021 MAP Reading - Proficiency Projection for 2021-22 SBAC: <ul style="list-style-type: none"> Grade 11 Students: 67.50% IAB ELA Level 3 and 4 Projection (12/17/21): <ul style="list-style-type: none"> Grade 11 Students: 50.00% 	2022-23: 60.00%
4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-	2018-19: 15.87%	2020-21: 25.68%	2022-23: 30.00%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Mathematics assessments (Source: CDE DataQuest)		<p>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.</p> <p>Fall 2021 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: 50% <p>IAB Math Level 3 and 4 Projection (12/17/21):</p> <ul style="list-style-type: none"> Grade 11 Students: 41.38% 	
4	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%
4	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%
4	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 12/17/21) 23.0%	2023-24: 30.0%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 84.6%	2021-22: (Projected As of 12/17/21) 86.5%	2022-23: 95.0%
4	Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 36.5%	2021-22: (Projected As of 12/17/21) 21.6%	2023-24: 30.0%
4	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: (Projected As of 12/17/21) 29.7%	2023-24: 30.0%
4	Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2020-21: (As of 5/16/21) 45.9%	2021-22: (Projected As of 12/17/21) 36.5%	2023-24: 50.0%
8	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: (Projected As of 12/17/21) 0.0%	2023-24: 100.0%
8	Percentage of high school completers accepted to a 4-year college (Source: Naviance)	2020-21: (As of 5/16/21) 54.0%	2021-22: (Projected As of 12/17/21) 0.0%	2023-24: 70.0%
8	College-Going Rate (Source: CDE DataQuest)	Class of 2018: 49.2%	Class of 2019 data is not available.	Class of 2021: 65.0%
7	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 9%	2021-22: (As of 12/17/21) 7%	2023-24: 15%
7	Percentage of students in the current graduating class who have taken a Computer/Technology course	2020-21: (As of 4/16/21) 100%	2021-22: (Projected As of 12/17/21) 100%	2023-24: 100%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)			
8	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: (Projected As of 12/17/21) 80%	2023-24: 100%

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
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 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	Ongoing	Yes	LCFF 101,221	LCFF 10,000 Federal 4,500	\$115,721.00	\$91,711.42 These funds have been utilized to cover one full-time College Counselor and a half-time College Counselor's salary and benefits. In Addition, courses and other college-related materials have been purchased.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.</p> <p>Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Naviance and Albert program fees: Resource: Title 1, Part A; Amount: \$4,500 						
3.2	STEAM and GATE programs	Ongoing	Yes		Federal 3,000	\$3,000.00	\$1,500.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning.</p>						<p>Half of these funds have been spent towards supplemental Science program fees - Gizmos. These programs help students expand their learning in STEM.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Learners will be challenged to investigate, use problem-based learning, and research.</p> <p>Expenditures associated with this action include the following: supplemental science program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Supplemental program , Gizmos: Resource: Title I, Part A; Amount: \$3,000 						
3.3	<p>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,</p>	Ongoing	Yes	LCFF 207,990	Federal 3,000	\$210,990.00	\$140,575.07 Funds have been spent on two computer teachers' salaries and benefits—additionally, internet security program fees to ensure student safety online.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.</p> <p>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Supplemental program, Pixton: Resource: Title IV, Part A; Amount: \$3,000 						
3.4	<p>Physical education, activity, and fitness Charter School will provide students with physical</p>	Ongoing	Yes	LCFF 206,943	LCFF 10,000	\$216,943.00	<p>\$158,706.18</p> <p>Our PE teacher's salaries, benefits, and</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits</p>						<p>PE Supplies are expensed here. Currently, we have three full-time PE teachers and have purchased more supplies like basketball hoops, volleyball nets and stands, soccer goals and nets, and additional equipment to improve the program.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Physical Education equipment expenses: Resource: Title IV, Part A; Amount: \$10,000 						
3.5	<p>Additional programs and activities that support well-rounded education</p> <p>In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs,</p>	Ongoing	Yes	LCFF 550,012	LCFF 87,500 Other State 119,000 Local 30,000	\$786,512.00	\$390,506.57
							<p>Funds here have been utilized to fund our after-school middle and high school program through a third-party company. We also use these funds for educational field trips to support our competitive academic and sports programs, Art and Music class supplies, and teacher and instructional aide salary and benefits.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal 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.

Rationale

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.

Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
3	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 12/17/21) 2	2023-24: 4
3	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 12/17/21) 2	2023-24: 4
3	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 12/17/21) 2	2023-24: 4
3	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 12/17/21) 2	2023-24: 5
3	Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: (As of 12/17/21) 2	2023-24: 4
3	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 2/3/21) 7.7%	2023-24: 20%
5	Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 98.06%	2021-22: (P-1 ADA) 91.54%	2023-24: 97.00%
5	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 3.8%	2021-22: (As of 12/17/21) 25.9%	2023-24: 5.0%
5	Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%	2021-22: (As of 12/17/21) 0.0%	2023-24: 0.0%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
5	High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 0.0%	2020-21: 0.0% 2021-22: (As of 12/17/21) 0.0%	2022-23: 0.0%
5	Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 100.0%	2020-21: 100.0% 2021-22: (Projected As of 12/17/21) 100.0%	2022-23: (2023 Dashboard) 100.0%
6	Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 12/17/21) 0.0%	2023-24: 0.0%
6	Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 12/17/21) 0.00%	2023-24: 0.00%
6	School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 91.5% Families: 100.0% Staff: 100.0%	The survey will be administered in the spring, hence the data is not available yet. The following are the target participation rates for 2021-22: Students: 95.0% Families: 90.0% Staff: 100.0%	2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%
6	School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 72% Families: 95% Staff: 92%	The survey will be administered in the spring, hence the data is not available yet. The following are the target average approval rates for 2021-22: Students: 73% Families: 95% Staff: 90%	2023-24: Students: 75% Families: 95% Staff: 90%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
6	Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 91%	2021-22: (Spring 2021 to Fall 2021) 94%	2023-24: (Spring 2023 to Fall 2023) 90%

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.1	<p>Seeking family input for decision making</p> <p>Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to</p>	Ongoing	Yes				<p>\$0.00</p> <p>MSA1 did not spend any money on the parent meeting expenses and Document Tracking Services (DTS) fees as of the date this report is provided to the MPS Board of Directors.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.</p>						
4.2	<p>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</p>	Ongoing	Yes	<p>LCFF 260,136 Other State 10,000 Federal 92,986</p>	<p>LCFF 23,143 Federal 9,000</p>	\$395,265.00	<p>\$176,798.91</p> <p>We utilize this funding to cover the costs of our student information system, Infinite Campus, our parent communication portal, ParentSquare, and SchoolMint. Families can apply to our school and communicate with them regarding enrollment. Also under this funding source is the salary and benefits for our office managers and clerks who are the</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p>						<p>primary contacts with our families. Many of the items they need and use for this, such as postage and other office expenses, are covered here. Finally, home-visit and parent education program fees are covered here as well.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, Dean of Culture salary and benefits, and Office manager/Administrative assistant salaries and benefits.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • ParentSquare software fees: Resource: Title I, Part A; Amount: \$4,000 • Parent Education Bridge program fees: Resource: Title I, Part A; Amount: \$5,000 • Home visit Resource: Title I, Part A; Amount: \$25,000 						
4.3	<p>MTSS - PBIS and SEL support Charter School will provide a safe, nurturing, and</p>	Ongoing	Yes	LCFF 360,445	LCFF 22,415	\$382,860.00	<p>\$213,010.78</p> <p>We cover our Dean of Students and</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>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</p>						<p>Attendance Clerk's salary and benefits here. We also made a bulk purchase of school uniforms for all students and purchased instructional materials and supplies.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Dean of Students salary and benefits,</p>						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Additional services for homeless students: Resource: Title I, Part A; Amount: \$5,000 						
4.4	<p>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</p>	Ongoing	Yes		LCFF 4,400	\$4,400.00	\$1,750.00 This funding source covers Panorama Education which gives us the ability to survey all of our Educational Partners (students, families, staff) throughout the year. Surveys support the school site in improving planning and development for the school.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p>						
4.5	<p>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</p>	Ongoing	Yes				<p>\$30,000.00</p> <p>Funding here covers membership fees with partners like CCSA, WASC, etc., and marketing for student recruitment.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p>						

2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

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

Goal 1

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

Rationale

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.

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
1	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
1	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2020-21: 0%	2021-22: 0%	2023-24: 0%
1	Number of identified instances where facilities do not meet the	2020-21: 0	2021-22: 0	2022-23: 0

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	“good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)			
6	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%
6	Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 98.0%	2021-22: (As of 12/17/21) 94.7%	2023-24: 96.0%

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	<p>Teacher assignments and credentials</p> <p>Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers’ credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee</p>	Ongoing	No		LCFF 24,750	\$24,750.00	<p>\$ 105,189.00</p> <p>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</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						<p>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. However, we still have not filled the second English teacher position, the EL Coordinator / English intervention position as well as the math intervention position. Subsequently, a portion of the fiscal resources that MSA2 allocated with the purpose of hiring has not been utilized at the present time. Further, MSA2 is committed to collaborating with the 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.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>Moreover, 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 a larger quantity of fiscal resources in this area at the end of the Fall 2021 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 has \$105,189 to spend in this area including the additional pandemic funding sources. Further, a portion of the fiscal resources from this category are currently proposed to be utilized to provide appreciation by means of 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.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.2	<p>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.</p> <p>Expenditures associated with this action include the following: textbooks, instructional materials and supplies,</p>	Ongoing	No	LCFF 67,704.08	LCFF 326,868 Other State 22,814 Federal 8,985	\$426,371.08	\$205,053.32 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.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Chromebooks: Resource: Title IV, Part A; Amount: \$8,985 						<p>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 is currently looking to hire a replacement individual for this position. 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 ViewSonic devices for our school classrooms this year to provide greater support. MSA2</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
								has currently spent approximately 50% of our school's budgeted amount and as such, are on target for the duration of the 2021-22 school year.	
1.3	<p>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</p>	Ongoing	No	LCFF	119,874.69	LCFF	397,500	\$517,374.69	\$ 261,222.02 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. 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 also has

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						<p>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, this 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. Further, MSA2 will be utilizing these funds to repave the outside blacktop on the lunch and PE play area in order to provide a more safe and smooth surface.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses		Total Funds	Mid-Year Report
								Finally, MSA2 hired a 2nd full-time security guard through an outside subcontracted vendor to provide a safe environment during the current year. MSA2 has utilized approximately 50% of the funds allocated for this category this academic year and as such, will be on track to expend the remainder of these fiscal resources by the end of the 2021-22 academic year at this current rate.
1.4	<p>Healthy and nutritious meals</p> <p>Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices</p>	Ongoing	Yes		LCFF	8,000	\$8,000.00	\$ 6,500.00
								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

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						<p>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. Currently, MSA2 has utilized approximately 80% of the funds which have been allocated to this category so far, which means that MSA2 is on track to spend the remaining amount of funds by the end of the 2021-22 academic year.</p>
1.5	<p>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</p>	Ongoing	No		LCFF 973,507.31	\$973,507.31	<p>\$ 554,397.60</p> <p>MSA2 utilizes fiscal resources within this area to cover fees associated with our Home Office related to the provision of</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.</p> <p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						<p>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</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							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 provides support related to Covid-19 health and safety protocols. MSA2 has exhausted nearly 60% of the funds which were budgeted under this category during the current school year, and subsequently is on track to reach the full budgeted amount of expenses by the end of the 2021-22 academic year.

Goal 2

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

Rationale

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.

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
7	Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	2020-21: 95%	2021-22: (As of 2/18/22) 95%	2023-24: 100%
7	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 2/18/22) 100%	2023-24: 100%
2	Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 2/18/22) 100%	2023-24: 100%
2	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 2/18/22) 60%	2023-24: 100%
8	Percentage of students who have received a grade of "C" or better (or performed "proficient")	2020-21: (First semester) 73%	2020-21: (Second semester) 82%	2023-24: 80%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	on the related state standardized tests) in core subjects and electives (Source: SIS)			
8	Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 48.5	2021-22: (As of 2/18/22) 45.6	2023-24: 60.0
4	Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> 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. Fall 2021 MAP Reading - Proficiency Projection for 2021-22 SBAC: <ul style="list-style-type: none"> All Students: 36.91% IAB ELA Level 3 and 4 Projection (As of 2/18/22) <ul style="list-style-type: none"> All Students: 39.67% 	2022-23: <ul style="list-style-type: none"> All Students: 46.00% English Learners: 12.00% Socioeconomically Disadvantaged: 43.00% Students with Disabilities: 20.00% Hispanic: 43.00% White: 60.00%
4	Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> 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.	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 10.0 points below standard English Learners: 55.0 points below standard

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<ul style="list-style-type: none"> 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 	<p>We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2020 to Fall 2021.</p> <p>Fall 2020 to Fall 2021 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 46.3 English Learners: 41.0% Students with Disabilities: 56.8 % 	<ul style="list-style-type: none"> 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
4	Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	<p>2020-21:</p> <ul style="list-style-type: none"> All Students: 65.0% English Learners: 66.0% Socioeconomically Disadvantaged: 66.3% Students with Disabilities: 66.0% Hispanic: 65.5% White: 66.7% 	<p>The Measures of Academic Progress (MAP)-Reading assessment was implemented in Fall 2021 and will be implemented again in Spring 2021 to measure growth from fall to spring. In the interim, we will use the fall to fall data.</p> <p>Fall 2020 to Fall 2021 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 46.3 	<p>2023-24:</p> <ul style="list-style-type: none"> All Students: 70.0% English Learners: 70.0% Socioeconomically Disadvantaged: 70.0% Students with Disabilities: 70.0% Hispanic: 70.0% White: 70.0%
4	Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	<p>2018-19:</p> <ul style="list-style-type: none"> All Students: 27.87% English Learners: 5.13% 	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of</p>	<p>2022-23:</p> <ul style="list-style-type: none"> All Students: 34.00% English Learners: 15.00%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<ul style="list-style-type: none"> • Socioeconomically Disadvantaged: 24.80% • Students with Disabilities: 15.55% • Hispanic: 23.41% • White: 64.71% 	<p>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.</p> <p>Fall 2021 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> • All Students: 13.0% <p>IAB Math Level 3 and 4 Projection :46.3</p> <ul style="list-style-type: none"> • All Students: 35.0% 	<ul style="list-style-type: none"> • Socioeconomically Disadvantaged: 34.00% • Students with Disabilities: 25.00% • Hispanic: 34.00% • White: 67.00%
4	Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	<p>2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> • All Students: 60.8 points below standard • English Learners: 96.8 points below standard • Socioeconomically Disadvantaged: 65.6 points below standard • Students with Disabilities: 119.6 points below standard • Hispanic: 71.9 points below standard • White: 21.8 points above standard 	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2020 to Fall 2021.</p> <p>Fall 2020 to Fall 2021 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> • All Students: 33.4% 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> • All Students: 54.0 points below standard • English Learners: 86.0 points below standard • Socioeconomically Disadvantaged: 58.0 points below standard • Students with Disabilities: 100.0 points below standard • Hispanic: 64.0 points below standard • White: 23.0 points above standard

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			<ul style="list-style-type: none"> English Learners: 31.0% Students with Disabilities: 35.4% 	
4	Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> All Students: 67.4% English Learners: 63.6% Socioeconomically Disadvantaged: 68.3% Students with Disabilities: 57.9% Asian: 70.8% Hispanic: 66.7% White: 87.5% 	The Measures of Academic Progress (MAP)-Mathematics assessment was implemented in Fall 2021 and will be implemented again in Spring 2021 to measure growth from fall to spring. In the interim, we will use the fall to fall data. Fall 2020 to Fall 2021 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 33.4% 	2023-24: <ul style="list-style-type: none"> All Students: 70.0% English Learners: 65.0% Socioeconomically Disadvantaged: 70.0% Students with Disabilities: 60.0% Asian: 70.0% Hispanic: 70.0% White: 80.0%
4	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 2021 summative ELPAC results by level. 2021 ELPAC Percentage of Students at Each Performance Level: <ul style="list-style-type: none"> Level 4: 20.00% Level 3: 28.33% Level 2: 41.67% Level 1: 10.00% 	2022-23: (2023 Dashboard) 73.0%
4	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 2021 summative ELPAC percentage for the Level 4 performance level.	2023-24: 15.0%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			2021 ELPAC Percentage of Students Level 4: 20.00%	
4	Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> All Students: 24.00% English Learners: 10.00% Socioeconomically Disadvantaged: 24.00% Students with Disabilities: 10.00% Hispanic: 24.00%

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
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	Ongoing	No	LCFF 1,579,341.27 Other State 62,972 Federal 118,815.04	LCFF 120,000	\$1,881,128.31	\$ 933,890.98 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.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Teacher salary and benefits: \$118,815.04 						<p>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 currently has spent approximately 50% of the fiscal resources from this category which means that MSA2 is on track to exhaust the funds allocated in this area by the end of the 2021-22 academic year.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>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.</p> <p>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.</p> <p>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</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>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.</p> <p>MSA2 also takes proactive steps to support students in their college and career readiness. Specifically, students at MSA2 are invited to</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							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.
2.2	Professional development for high-quality instruction Professional development will occur at the MPS	Ongoing	Yes		LCFF 37,000 Federal 23,202	\$60,202.00	\$ 30,000.00 MSA2 utilizes fiscal resources from this category to provide

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>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</p>						<p>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 while they are able to connect with their credentialing programs as well as higher education pathways.</p> <p>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</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: \$23,202 						<p>individuals and the funds in this category will continue to be spent until the end of the semester.</p> <p>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</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>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</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>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</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							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. Currently MSA2 has spent approximately 50% of the fiscal resources in this category, so the school will be on track to spend the full amount budgeted in this category by the end of the fiscal year.
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	Ongoing	Yes	LCFF 336,797.69 Other State 10,631 Federal 239,284.33	LCFF 2,500 Federal 64,133	\$653,346.02	\$ 306,900.26 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

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: Dean of</p>						<p>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</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Accelerated Reader, Lexercise, ST Math, Standards Plus, Quizizz, Padlet, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, Listenwise, Grammarly, Cambium Learning, ABC Mouse, Learning A-Z, Cityspan, Flocabulary, Alexandria Library, Nearpod, Newsela, and myON.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Intervention Teacher salary and benefits: Resource: Title I, Part A; Amount: \$108,240 • Teacher stipends for Saturday school: Resource: Title I, Part A; 						<p>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.) 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</p> <p>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)</p> <p>EL and SPED support takes place after school with the SPED teachers during their office hours and tutoring time, as well</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Amount: \$76,000</p> <ul style="list-style-type: none"> • Admin stipends for Saturday school: Resource: Title I, Part A; Amount: \$11,400 • Teacher stipends for summer school: Resource: Title I, Part A; Amount: \$40,000 • Instructional Aide stipends for summer school: Resource: Title I, Part A; Amount: \$6,600 • Admin stipends for summer school: Resource: Title I, Part A; Amount: \$5,000 • Educational software (Standard Plus, Quill, NWEA, myON, IXL, Padlet, Flocabulary): \$56,633 • Educational software (AP Computer Science A Java - Edhesive): Title IV, Part A; Amount: \$3,000 						<p>as with instructional assistants</p> <p>AP support time takes place after school during office hours with the instructors</p> <p>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</p> <p>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</p> <p>11th grade homeroom IXL preparation integration</p> <p>Winter academic intervention plans as well as after school support during January to increase</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<ul style="list-style-type: none"> Professional services (Turnitin): Title I; \$4,500 						<p>student passing rate from Fall 2021"</p> <p>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)</p> <p>MSA2 hired a new administrative assistant in the Student Services department to support behavior interventions (ESSER III funds)</p> <p>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)</p> <p>MSA2 allocated additional funds to support Saturday School to provide additional learning loss recovery</p> <p>MSA2's academic performance data during the pre-Covid-</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>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.</p> <p>MSA2 has spent approximately 50% of the funds allocated to this category, so the school is on track to spend the full budgeted amount by the end of the academic year.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses		Total Funds	Mid-Year Report
2.4	<p>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</p>	Ongoing	Yes		Federal	1,000	\$1,000.00	<p>\$ 500.00</p> <p>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</p> <p>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</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Rosetta Stone program fees: Resource: Title I, Part A; Amount: \$1,000 						<p>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 HomeroomAdvisory, before and after school tutoring, Saturday classes, small group instruction and interventions, and</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>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.)</p> <p>Support of bilingual paraprofessionals to ensure that EL students have sufficient support necessary to access the instructional program.</p> <p>MSA2 has included online educational supplemental resources which include Quill, myON, Flocabulary, IXL, and StudySync ELD component, as well as StoryBoard That.</p> <p>MSA2 utilizes paraprofessionals to support EL students during learning lab as well as homeroom courses to provide additional guidance and feedback to students.</p> <p>MSA2 hired an additional administrative assistant in the Academic department</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>to support the administration of assessments in partnership with the Dean of Academics and Assitant Principal, including in the support of the EL students being assessed</p> <p>MSA2 has currently spent approximately half of the funds in this category and is on track to spend the full budgeted amount by the end of the academic year.</p>
<p>2.5</p>	<p>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</p>	<p>Ongoing</p>	<p>No</p>	<p>LCFF 114,212.40 Other State 495,385.98</p>	<p>Federal 56,919</p>	<p>\$666,517.38</p>	<p>\$ 364,183.89</p> <p>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 Educaion 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-</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p>						<p>time SPED paraprofessional.</p> <p>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 technology tools which are essential to this process.</p> <p>MSA2 has experienced some adaptations to the original budgeted amount in this</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	The following expenditures will be funded by federal Title funds: N/A						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 has currently utilized slightly more than 50% of the school's budgeted funds for this category and as such is on track to exhaust this full budgeted amount by the end of this school year.

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.

Rationale

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.

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2018-19: 55.0%	2021-22: (Projected As of 2/18/22) 53.7%	2021-22: 70.0%
4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: 75.68%	2020-21: 45.95% 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. Fall 2021 MAP Reading - Proficiency Projection for 2021-22 SBAC: <ul style="list-style-type: none"> Grade 11 Students: 42.22% IAB ELA Level 3 and 4 Projection 2/18/22: <ul style="list-style-type: none"> Grade 11 Students: 48.75% 	2021-22: 78.00%
4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-	2018-19: 24.32%	2020-21: 25.68% We have used the Measures of	2021-22: 35.00%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Mathematics assessments (Source: CDE DataQuest)		<p>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.</p> <p>Fall 2021 MAP Reading - Proficiency Projection for 2021- 22 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Student 17.78% <p>IAB Math Level 3 and 4 Projection (12/17/21):</p> <ul style="list-style-type: none"> Grade 11 Students: 73.2 % 	
4	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: 45.83%	2022-23: 65.0%
4	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%
4	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 2/18/22 75.6%	2023-24: 60.0%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 92.1%	2021-22: (Projected As of 12/17/21) 97.6%	2022-23: 95.0%
4	Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 29.3%	2021-22: (Projected As of 12/17/21) 34.1%	2023-24: 30.0%
4	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: (Projected As of 12/17/21) 46.3%	2023-24: 30.0%
4	Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2020-21: (As of 5/16/21) 58.5%	2021-22: (Projected As of 12/17/21) 41.5%	2023-24: 50.0%
8	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: (Projected As of 12/17/21) XX%	2023-24: 100.0%
8	Percentage of high school completers accepted to a 4-year college (Source: Naviance)	2020-21: (As of 5/16/21) 71.0%	2021-22: (Projected As of 12/17/21) XX%	2023-24: 70.0%
8	College-Going Rate (Source: CDE DataQuest)	Class of 2018: 55.6%	Class of 2019 data is not available.	Class of 2021: 70.0%
7	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 20%	2021-22: (As of 12/17/21) 23%	2023-24: 20%
7	Percentage of students in the current graduating class who have taken a Computer/Technology course	2020-21: (As of 4/16/21) 100%	2021-22: (Projected As of 12/17/21) 100%	2023-24: 100%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)			
8	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: (Projected As of 12/17/21) 100%	2023-24: 100%

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
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 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	Ongoing	Yes	LCFF 104,388.53	LCFF 6,000 Federal 4,000	\$114,388.53	\$ 56,339.71 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

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.</p> <p>Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Naviance program fees: Resource: Title I; Amount: \$4,000 						<p>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</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>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.</p> <p>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.</p> <p>As was stated in the previous response, MSA2's College</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>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</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>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</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>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.</p> <p>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</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>order to have the best financial support resources for students of all demographic and socioeconomic backgrounds.</p> <p>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.</p> <p>Specifically, MSA2's most recent published data on the California</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>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%.</p> <p>MSA2 has spent approximately 50% of the budgeted amount in the area, so it is on track to spend the full budgeted amount by the end of the academic year.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses		Total Funds	Mid-Year Report
3.2	<p>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</p>	Ongoing	Yes		Federal	4,490	\$4,490.00	<p>\$ 2,245.00</p> <p>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. Presently, MSA2 has spent approximately 50% of the budgeted amount in this area, so the school is on track to spend the full budgeted amount by the end of the academic year.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.</p> <p>Expenditures associated with this action include the following: supplemental science program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Educational Software (Oracle Certified, Generation Genius): Resource: Title IV, Part A; Amount: \$2,490 • Educational Software (Gizmo): Resource: Title I; Amount: \$2,000 						
3.3	<p>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</p>	Ongoing	Yes	LCFF	108,642.15	\$108,642.15	<p>\$ 54,095.57</p> <p>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</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.</p> <p>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						<p>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</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							these expenses, this fiscal resource also provides for the purchase of select online educational software to support student learning. MSA2 has currently spent approximately 50% of the funds budgeted in this area, as such, and is on track to spend the full budgeted amount by the end of the school year.
3.4	<p>Physical education, activity, and fitness</p> <p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available</p>	Ongoing	Yes	LCFF	107,541.10	LCFF 4,000	<p>\$111,541.10</p> <p>\$ 55,606.92</p> <p>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</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						<p>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. MSA2 has currently spent approximately 50% of the budgeted funds in this category and as such are on pace to exhaust the full funds</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
									in this category by the end of the school year.
3.5	<p>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.</p> <p>Expenditures associated with this action include the following: teacher salaries</p>	Ongoing	Yes	LCFF	177,923.75	LCFF	53,000	\$230,923.75	<p>\$ 124,394.83</p> <p>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</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						<p>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</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>during the Covid-19 pandemic to expand the provision of such programs and services, including extending 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</p>

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							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. Currently, MSA2 has utilized slightly over 50% of our budgeted fiscal resources in this area so the school is on pace to exhaust the full funding resources in this area by the end of the school year.

Goal 4

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

Rationale

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.

Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
3	Number of School Site Council (SSC) meetings per year	2020-21: (As of 5/16/21) 4	2021-22: (As of 12/17/21) 2	2023-24: 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	(Source: Local Indicator Priority 3)			
3	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 12/17/21) 2	2023-24: 4
3	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 2/18/22) 10	2023-24: 4
3	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 2/18/22) 20	2023-24: 5
3	Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: (As of 12/17/21) 2	2023-24: 4
3	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 2/18/22) 12.8%	2023-24: 25.0%
5	Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 98.08%	2021-22: (P-1 ADA) 93.5%	2023-24: 97.00%
5	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 3.9%	2021-22: (As of 12/17/21) 6.0%	2023-24: 5.0%
5	Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%	2021-22: (As of 12/17/21) 0.0%	2023-24: 0.0%
5	High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 5.0%	2021-22: (As of 12/17/21) 0.0%	2022-23: 0.0%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
5	Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 95.0%	2020-21: 100.0% 2021-22: (Projected As of 12/17/21) 100.0%	2022-23: (2023 Dashboard) 100.0%
6	Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22:) 0.4%	2023-24: 0.0%
6	Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 12/17/21) 0.19%	2023-24: 0.00%
6	School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 95.1% Families: 91.8% Staff: 100.0%	The survey will be administered in the spring, hence the data is not available yet. The following are the target participation rates for 2021-22: Students: 95.0% Families: 90.0% Staff: 100.0%	2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%
6	School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 76% Families: 98% Staff: 94%	The survey will be administered in the spring, hence the data is not available yet. The following are the target average approval rates for 2021-22: Students: 75% Families: 95% Staff: 90%	2023-24: Students: 75% Families: 95% Staff: 90%
6	Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 85%	2021-22: (Spring 2021 to Fall 2021) 93.0%	2023-24: (Spring 2023 to Fall 2023) 85%

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.1	<p>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</p>	Ongoing	Yes				<p>\$ - N/A</p> <p>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</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<p>parent surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						<p>feedback on school improvement.</p> <p>MSA2 currently has no fiscal impact under this action item during the current academic year.</p>		
4.2	<p>Building partnerships with families for student outcomes</p> <p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students</p>	Ongoing	Yes	<p>LCFF 279,169.14</p> <p>Federal 82,310.57</p>	<p>LCFF 18,620</p> <p>Federal 12,500</p>	\$392,599.71	<p>\$ 176,359.10</p> <p>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</p>		

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p> <p>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit</p>						<p>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.</p> <p>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</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, Dean of Culture salary and benefits, and Office manager/Administrative assistant salaries and benefits.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Stipends for home visits: Resource: Title I, Part A; Amount: \$12,000 • Parent Academy instructor salary: Resource: Title; Amount: \$10,000 • ParentSquare professional services system: Resource: Title I; Amount: \$2,500 • Parent Education Bridge program fees: Resource: Title I, Part A; Amount: \$10,000 						<p>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.</p> <p>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,</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>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.</p> <p>MSA-2 implements numerous strategies and processes for the regular involvement of</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>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.</p> <p>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</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>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.</p> <p>MSA2 has spent slightly less than 50% of the funds budgeted in this category, so at this pace, MSA2 is on track to exhaust the full amount from this category during the current school year.</p>
4.3	<p>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</p>	Ongoing	Yes	LCFF 186,788.99	LCFF 16,310 Federal 3,000	\$206,098.99	<p>\$ 128,429.49</p> <p>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</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>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.</p>						<p>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</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.</p> <p>The following expenditures will be funded by federal Title funds:</p>						<p>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.</p> <p>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</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<ul style="list-style-type: none"> Additional services for homeless students: Resource: Title I, Part A; Amount: \$3,000 						<p>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.</p> <p>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</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>also provides consolation as a clinical psychologist related to mental health and SEL matters impacting students and the school community.</p> <p>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</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>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.</p> <p>MSA2 has currently spent over 60% of the budgeted funds for this area and is on pace to exhaust all budgeted funds in this action by the end of the academic year.</p>
4.4	<p>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</p>	Ongoing	Yes		LCFF 2,200	\$2,200.00	<p>\$ 1,100.00</p> <p>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</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						<p>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.</p> <p>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</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses		Total Funds	Mid-Year Report
								<p>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.</p> <p>MSA2's expenditures associated with this action include Panorama Education survey fees. MSA2 has currently spent approximately 50% of the funds budgeted in this areas, so the school on track to exhaust the full amount budgeted in this area by the end of this academic year.</p>
4.5	Community outreach and partnerships	Ongoing	Yes		LCFF	20,000	\$20,000.00	\$ 12,500.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						<p>MSA2 utilizes the fiscal resources allocated under this action to cover the fees associated with several essential memberships, including CCSA and WASC. Further, MSA2 incorporates this area's funds in the process of purchasing marketing and PR materials to promote the school to other stakeholders. This process is essential in terms of helping increase the school's enrollment, which has increased each school year over the past 3 years. Moreover, MSA2 utilizes funds from this area to provide other needed resources useful to build community partnerships. MSA2 has currently spent around 60% of the funds budgeted in this category during the current academic year and is on track to spend the full amount of funds in this area by the end of the school year.</p>

2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

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

Goal 1

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

Rationale

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.

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
1	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: (As of 2/14) 2	2023-24: 0
1	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2020-21: 0%	2021-22: 0%	2023-24: 0%
1	Number of identified instances where facilities do not meet the	2020-21: 0	2021-22: 1	2022-23: 0

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	“good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)			
6	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%
6	Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 98.5%	2021-22: (As of 12/17/21) 94.6%	2023-24: 96.0%

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
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 for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS	Ongoing	No		LCFF 27,500	\$27,500.00	\$102,250.00 MSA-3 had two teacher and two support staff resigned and this resulted in vacant positions like PACE coordinator, Office Clerk, Multiple Subject teacher and Computer teacher. We have had the need for recruitment through Paycom, Indeed and Edjoin. We filled one of the positions in October 2021 and still have not filled the other three position therefore some of the funding allocated for hiring has not been used as of yet. We will work with the HR department and credential specialist to

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						<p>ensure all employees are on the right track with their programs and certifications and provided the credentialing support they require as needed. The large difference between the budgeted amount (\$27,500) and the mid-year actual amount (\$102,250.00) is due to the one time use funds we have received that were not part of the original budget. Some of this additional funding will be used to cover retention bonuses or current staff members</p>
1.2	<p>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</p>	Ongoing	No	LCFF 126,350	LCFF 224,026 Other State 48,000 Federal 18,000	\$416,376.00	<p>\$ 220,875.64 Our school uses McGrawHill textbooks as well as online materials. In addition, an on-site IT manager helps with tech issues like setting up chromebooks,</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p> <p>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, CloudReady, Zoom, GoGuardian, etc.),</p>						<p>hotspots, troubleshooting. Half of the funding has been spent and we will be able to use the other half this semester. This budget covers technology equipment and software like GoGuardian, Zoom, Zendesk etc.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<p>phone/internet, and depreciation.</p> <p>The following expenditures will be funded by federal Title funds: n/a</p>								
1.3	<p>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</p>	Ongoing	No	<p>LCFF 36,000</p> <p>Federal 64,484</p>	<p>LCFF 318,000</p> <p>Federal 20,000</p>	\$438,484.00	\$ 322,447.73	<p>MSA-3 uses the facility of Curtiss MS under Prop-39. Prop-39 agreement comes with maintenance and repairs. Funding budgeted for this area have been used on planned expenditures. Additional cleaning and PPE supplies have been purchased to help keep the students and staff safe and the campus maintained. MSA-3 incurred over allocation fee, that is why we consumed some of the allocated funds in advance.</p>	

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, , maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE), and insurance costs (workers compensation, CharterSAFE, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.4	<p>Healthy and nutritious meals Charter School will maintain nutrition education resources and continue to</p>	Ongoing	No Yes		LCFF 12,000	\$12,000.00	\$ 4,250.00 We are providing lunch and breakfast to our students using a

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						<p>third party vendor. In addition, due to Covid, we closed all water dispensers and provided bottled water to the students. We have spent about half of the money and are planning to spend the rest of the allocated funds.</p>
1.5	<p>Well-orchestrated Home Office support services The MPS Home Office provides services to the Charter School, supports</p>	Ongoing	No		LCFF 958005	\$958,005.00	<p>\$ 457,354.14</p> <p>These funds are used for Home Office management fees,</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.</p> <p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						<p>authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses such as Adaptive Insights and DataWorks. Home office staff support school admin and staff with important reports and tasks, provide instructional coaching for teachers and Magnolia-wide PD. During the COVID-19 pandemic they have assisted with health and safety items, and supported in any other way needed. The other expenses in this category support the overall operations of our schools and CMO. We have spent about half of the budgeted amount and are on target for the remainder of the year.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report

Goal 2

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

Rationale

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.

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
7	Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	2020-21: 85%	2021-22: (As of 2/14/22) 85%	2023-24: 100%
7	Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional	2020-21: 100%	2021-22: (As of 12/17/21) 100%	2023-24: 100%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	needs (Source: Local Indicator Priority 7, SIS)			
2	Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 12/17/21) 100%	2023-24: 100%
2	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 2/14/22) 20%	2023-24: 100%
8	Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	2020-21: (First semester) 74%	2020-21: (Second semester) 85%	2023-24: 80%
8	Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 67.3	2021-22: (As of 2/14/22) 40.6 %	2023-24: 70.0
4	Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> 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-	2022-23: <ul style="list-style-type: none"> All Students: 39.00% English Learners: 12.00% Socioeconomically Disadvantaged: 42.00% Students with Disabilities: 12.00% African American: 37.0% Hispanic: 42.00%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			<p>ELA/Literacy assessments.</p> <p>Fall 2021 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> • All Students: 41.75% <p>IAB ELA Level 3 and 4 Projection for 11th grade students (12/17/21):</p> <ul style="list-style-type: none"> • All Students: 60% 	
4	Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	<p>2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> • All Students: 40.6 points below standard • English Learners: 87.6 points below standard • Socioeconomically Disadvantaged: 37.4 points below standard • Students with Disabilities: 139.3 points below standard • Homeless: 31.9 points below standard • African American: 47.6 points below standard • Hispanic: 34.1 points below standard 	<p>CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2020 to Fall 2021.</p> <p>Fall 2020 to Fall 2021 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> • All Students: 39 % • English Learners: 83% • Students with Disabilities: 71% 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> • All Students: 34.0 points below standard • English Learners: 76.0 points below standard • Socioeconomically Disadvantaged: 30.0 points below standard • Students with Disabilities: 100.0 points below standard • Homeless: 24.0 points below standard • African American: 40.0 points below standard • Hispanic: 27.0 points below standard
4	Percentage of students meeting their growth targets on the Measures of Academic	<p>2020-21:</p> <ul style="list-style-type: none"> • All Students: 50.2% 	The Measures of Academic Progress (MAP)-Reading assessment was implemented	<p>2023-24:</p> <ul style="list-style-type: none"> • All Students: 60.0%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	<ul style="list-style-type: none"> English Learners: 60.0% Socioeconomically Disadvantaged: 49.1% Students with Disabilities: 59.4% African American: 50.0% Hispanic: 50.9% 	<p>in Fall 2021 and will be implemented again in Spring 2021 to measure growth from fall to spring. In the interim, we will use the fall to fall data.</p> <p>Fall 2020 to Fall 2021 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 39 % 	<ul style="list-style-type: none"> English Learners: 60.0% Socioeconomically Disadvantaged: 60.0% Students with Disabilities: 60.0% African American: 60.0% Hispanic: 60.0%
4	Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	<p>2018-19:</p> <ul style="list-style-type: none"> All Students: 17.37% English Learners: 0.00% Socioeconomically Disadvantaged: 18.89% Students with Disabilities: 0.00% African American: 12.03% Hispanic: 21.16% 	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>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.</p> <p>Fall 2021 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> All Students: 16.86% <p>IAB Math Level 3 and 4 Projection (12/17/21):</p> <ul style="list-style-type: none"> 11th grade Students: 72% 	<p>2022-23:</p> <ul style="list-style-type: none"> All Students: 25.00% English Learners: 15.00% Socioeconomically Disadvantaged: 25.00% Students with Disabilities: 15.00% African American: 18.00% Hispanic: 25.00%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> All Students: 89.6 points below standard English Learners: 129.5 points below standard Socioeconomically Disadvantaged: 87.1 points below standard Students with Disabilities: 184.4 points below standard Homeless: 86.0 points below standard African American: 99.8 points below standard Hispanic: 81.0 points below standard 	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 growth projections from Fall 2020 to Fall 2021. Fall 2020 to Fall 2021 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 10% English Learners: 40% Students with Disabilities: 66.7% 	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 81.0 points below standard English Learners: 110.0 points below standard Socioeconomically Disadvantaged: 79.0 points below standard Students with Disabilities: 125.0 points below standard Homeless: 79.0 points below standard African American: 90.0 points below standard Hispanic: 73.0 points below standard
4	Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> All Students: 49.5% English Learners: 50.0% Socioeconomically Disadvantaged: 48.0% Students with Disabilities: 33.3% African American: 43.8% Hispanic: 53.3% 	The Measures of Academic Progress (MAP)-Mathematics assessment was implemented in Fall 2021 and will be implemented again in Spring 2021 to measure growth from fall to spring. In the interim, we will use the fall to fall data. Fall 2020 to Fall 2021 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 10% 	2023-24: <ul style="list-style-type: none"> All Students: 60.0% English Learners: 60.0% Socioeconomically Disadvantaged: 60.0% Students with Disabilities: 60.0% African American: 60.0% Hispanic: 60.0%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	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 2021 summative ELPAC results by level. 2021 ELPAC Percentage of Students at Each Performance Level: <ul style="list-style-type: none"> • Level 4: 0% • Level 3: 30% • Level 3: 55% • Level 1: 15% 	2022-23: (2023 Dashboard) 62.0%
4	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 2021 summative ELPAC percentage for the Level 4 performance level. 2021 ELPAC Percentage of Students Level 4: 0%	2023-24: 10.0%
4	Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • All Students: 16.00% • Socioeconomically Disadvantaged: 16.00% • Students with Disabilities: 10.00% • African American: 16.0% • Hispanic: 16.0%

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
2.1	<p>Broad course of study and standards-based curriculum</p> <p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and</p>	Ongoing	No	LCFF	1455796	LCFF	80,000	\$1,765,989.00	<p>\$ 871,469.78</p> <p>This year has presented some challenges with staffing and we have one teacher position vacant from September 2021 to February 2022 and the other remains vacant since the beginning of this second semester. These vacancies were filled with substitutes so funding that was budgeted for teacher salaries and benefits were not used but more funding needed to be allocated for substitute teacher expenses. There's also been a higher need for day to day substitutes to cover classes for teachers who missed due to COVID-19 health and safety protocols. We have spent a little less than half of the budget funding for this point in the year. We will be able to use the remaining funds as planned.</p>
				Other State	62,183				
				Federal	168,010				

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	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,	Ongoing	Yes		LCFF 16267 Other State 30500 Federal 16753	\$63,520.00	\$ 20,511.00 We had allocated more funds here as we would have a site based reading/writing PD from a third party vendor. However, due to Covid and our other priorities like WASC, we had to cut some of these PD series. In addition, we had planned to offer our AP teachers PD, however, this planning came short as we had to focus on re-opening. However, funding for CLAD, BTSA, teacher credentialing program have been spent. We will transfer about \$20,000 to other needed areas. We will be on track to spend the rest of the funds.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: \$16,753 						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
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	Ongoing	Yes	LCFF	305634	LCFF	7,800	\$665,799.00	\$ 359,800.68 Funding for this category is used to support student learning through enrichment, intervention and other means. A portion of the funding is used to pay the annual salaries of a few staff members who directly with supporting certain groups of students. The other part of the funding is used to pay the expenses for programs that engage and support student learning such as iXL, assessment systems such as NWEA. These funds also cover stipends and expenses for Saturday School, Summer School. All of these programs and staff members help to ensure that our students are being provided with an enriching academic experience in a safe and supportive environment. We have used slightly over half of the budgeted funds and are on track to use them.
				Other State	121,446	Other State	45823		
				Federal	142,036	Federal	43,060		

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (IXL, MyON, BrainPOP, Flocabulary, Nearpod, and myON.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Title 1 Coordinator Salary and Benefits Resource: Title I, Part A; Amount: \$67,594 • Educational Software 						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses	Total Funds	Mid-Year Report
	Resource: Title I, Part B; Amount: \$39,060.							
2.4	<p>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</p>	Ongoing	Yes	LCFF 105687 Federal 89627		\$195,314.00	\$ 84,987.42 The funding in this category is used to cover the salary and benefits for our full time ELD Coordinator. We have used about half of the budgeted funds and are on track to use most of them.	

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend,</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
2.5	<p>Support for students with disabilities Students with disabilities will receive services and</p>	Ongoing	No	Other State 593100 Federal 66382	Other State 5,000 Federal 44422	\$708,904.00	\$ 373,313.39

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>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</p>						<p>The funding in this category is used to cover the salary and benefits of our SPED Teachers and other SPED team members. This includes: ? Two FT SPED RSP Teacher ? Four FT SPED paraprofessionals ? One full time psychologist</p> <p>This funding is also used to cover the costs of SPED services that outsourced through a third party vendor. These include: ? Speech therapy services ? Occupational Therapy</p> <p>As well as the cost to order all assessment materials for initial and triannual IEP testing</p> <p>We have used about half of the budgeted funds and are on track to use most of them.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal 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.

Rationale

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.

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2018-19: 38.2%	2021-22: (Projected As of 12/17/21) 59.2%	2021-22: 60.0%
4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: 50.98%	2020-21: 69% 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. Fall 2021 MAP Reading - Proficiency Projection for 2021-22 SBAC: <ul style="list-style-type: none"> Grade 11 Students:39% IAB ELA Level 3 and 4 Projection (12/17/21): <ul style="list-style-type: none"> Grade 11 Students: 60% 	2021-22: 55.0%
4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: 25.49%	2020-21: 34% We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project	2021-22: 35.0%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			<p>the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Fall 2021 MAP Math - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: 10.46% <p>IAB Math Level 3 and 4 Projection (12/17/21):</p> <ul style="list-style-type: none"> Grade 11 Students: 72% 	
4	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: 38%	2022-23: 50.0%
4	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: ZZZ%	2022-23: 40.0%
4	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 2/15/22) 30%	2023-24: 30.0%
4	Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 96.2%	2021-22: (Projected As of 12/17/21) 98%	2022-23: 95.0%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 13.6%	2021-22: (Projected As of 12/17/21) 12%	2023-24: 20.0%
4	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: (Projected As of 12/17/21) 38.8%	2023-24: 30.0%
4	Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2020-21: (As of 5/16/21) 59.1%	2021-22: (Projected As of 12/17/21) 59%	2023-24: 50.0%
8	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: (Projected As of 12/17/21) 52%	2023-24: 100.0%
8	Percentage of high school completers accepted to a 4-year college (Source: Naviance)	2020-21: (As of 5/16/21) 68.0%	2021-22: (Projected As of 12/17/21) 52%	2023-24: 70.0%
8	College-Going Rate (Source: CDE DataQuest)	Class of 2018: 62.8%	Class of 2019 data is not available.	Class of 2021: 75.0%
7	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 6%	2021-22: (As of 12/17/21) 4%	2023-24: 10%
7	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%	2021-22: (Projected As of 12/17/21) 100%	2023-24: 100%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
8	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: (Projected As of 12/17/21) 72%	2023-24: 100%

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	<p>College/Career readiness programs and activities</p> <p>Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP</p>	Ongoing	Yes	LCFF 112957	Federal 15935	\$128,892.00	<p>\$ 59,220.55</p> <p>Currently, we have two college counselors who are working 50% FTE for college counseling and the other 50% as English teachers. We are on track to spend the allocated funds.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.</p> <p>Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Naviance Program Fee Resource: Title I, Part A; Amount: \$4,000 AP Exam College Board Resource: Title IV Part A; Amount: \$11,935 						
3.2	<p>STEAM and GATE programs Charter School will offer STEAM and GATE programs and activities,</p>	Ongoing	Yes				<p>\$0.00</p> <p>MSA3 did not spend any money on</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>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.</p>						<p>supplemental science program fees as of the date this reports is provided to the MPS Board of Directors.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Expenditures associated with this action include the following: supplemental science program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
3.3	<p>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,</p>	Ongoing	Yes	LCFF 91185		\$91,185.00	<p>\$ 35,237.05</p> <p>Funds for this section are used to cover the salary and benefits for our computer teacher. Currently, this position is vacant and we are working on filling it.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.</p> <p>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
3.4	<p>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</p>	Ongoing	Yes	LCFF 93,055	LCFF 3,000	\$96,055.00	\$ 49,072.12 Funds for this category are used to cover the salary and benefits for our PE teacher. Our PE teacher leads PE classes for 6 through 10th grade students five times a week We have used about half of the budgeted funds and are on track to use most of them.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
3.5	<p>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</p>	Ongoing	Yes	LCFF 97,051 Federal 94,206	LCFF 23,000 Other State 122764	\$337,021.00	\$ 188,068.87 We are using this funds to cover the expenses of after school program which runs until 6pm.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						<p>In addition, two of our teachers salaries and benefits come out of this funding. We will be on track to spend the allocated funds.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report

Goal 4

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

Rationale

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.

Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
3	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 12/17/21) 1	2023-24: 4
3	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 2/15/22) 1	2023-24: 4
3	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 12/17/21) 6	2023-24: 4
3	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 12/17/21) 4	2023-24: 5
3	Number of progress reports sent to parents per year	2020-21: 4	2021-22: (As of 12/17/21) 2	2023-24: 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	(Source: Local Indicator Priority 3)			
3	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 2.15.22) 12%	2023-24: 20%
5	Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 97.32%	2021-22: (P-1 ADA) 89%	2023-24: 97.00%
5	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 6.4%	2021-22: (As of 12/17/21) 35%	2023-24: 5.0%
5	Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%	2021-22: (As of 12/17/21) 0.0%	2023-24: 0.0%
5	High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 3.6%	2021-22: (As of 12/17/21) 0.0%	2022-23: 0.0%
5	Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 96.4%	2020-21: 100.0% 2021-22: (Projected As of 12/17/21) 100.0%	2022-23: (2023 Dashboard) 100.0%
6	Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 12/17/21) 1.2%	2023-24: 0.0%
6	Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 12/17/21) 0.00%	2023-24: 0.00%
6	School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 83.1% Families: 87.1% Staff: 100.0%	The survey will be administered in the spring, hence the data is not available yet. The following	2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			are the target participation rates for 2021-22: Students: 95.0% Families: 90.0% Staff: 100.0%	
6	School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 67% Families: 95% Staff: 85%	The survey will be administered in the spring, hence the data is not available yet. The following are the target average approval rates for 2021-22: Students: 56% Families: 80% Staff: 75%	2023-24: Students: 70% Families: 95% Staff: 87%
6	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 and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
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	Ongoing	Yes				\$0.00 MSA3 did not spend any money on parent meeting expenses and Document Tracking Services (DTS) fees as of the date this report is provided to the MPS Board of Directors.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
4.2	<p>Building partnerships with families for student outcomes</p> <p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using</p>	Ongoing	Yes	LCFF	88012	LCFF	21,491	\$183,628.00	<p>\$ 70,623.71</p> <p>Currently, we have Office Manager and PACE coordinator are listed under this category. We have an office manager, however, PACE coordinator hiring is taking some time due to finding a qualified candidate. We are interviewing, however, it appears that we will be short of spending around \$25,000 of the funding due to its being vacant since August.</p>
				Federal	72,025	Federal	2,100		

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p> <p>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, Dean of Culture salary and benefits, and Office manager/Administrative assistant salaries and benefits.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Stipends for home visits: Resource: Title I, Part A; Amount: \$5,000 						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report						
	<ul style="list-style-type: none"> Stipends to lead parent academy/works hops: Resource: Title I, Part A; Amount: \$6,770 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 development. We will annually assess our suspension/expulsion	Ongoing	Yes	LCFF 122823 Federal 356,292	LCFF 27,040 Federal 3000	\$509,155.00	\$ 234,248.18 Currently we have two deans and a social worker to support the PBIS and SEL efforts in our school. We are on track to spend the allocated funds.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>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,</p>						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Additional services for homeless students: Resource: Title I, Part A; Amount: \$3,000 						
4.4	Annual stakeholder surveys	Ongoing	Yes		LCFF 1,600	\$1,600.00	\$ 800.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p>						<p>The funding budgeted under this goal are used to cover the expenses for Panorama Education which is the company that creates, delivers and disaggregates the data from our Educational Partner surveys annually. Surveys are given to students, staff, and families each spring to help inform planning, budget development and LCAP development for the following school year. We also use this program to administer mental health and wellness surveys in the fall. We have used about half of the budgeted funds and are on track to use most of them.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	The following expenditures will be funded by federal Title funds: N/A						
4.5	<p>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.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p>	Ongoing	Yes		LCFF 15,000	\$15,000.00	<p>\$ 15,000.00</p> <p>Expenses covered with the funds budgeted here include our membership fees for CCSA, WASC. We have used all our funds for marketing to increase our enrollment. CA is facing enrollment crisis and we are feeling it as well. We are working on to improve our programs and practices.</p> <p>We will need to add more funding here to increase our efforts for marketing.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	The following expenditures will be funded by federal Title funds: N/A						

2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

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

Goal 1

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

Rationale

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.

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
1	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
1	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2020-21: 0%	2021-22: 0%	2023-24: 0%
1	Number of identified instances where facilities do not meet the	2020-21: 0	2021-22: 0	2023-24: 0

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	“good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)			
6	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%
6	Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 95.0%	2021-22: (As of 12/17/21) 96.4%	2023-24: 95.0%

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
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	Ongoing	No		LCFF \$10,300	\$10,300.00	\$45,650.00 Magnolia Science Academy-4 (MSA-4) has started to school year fully staffed. We regularly conduct credential, background, and TB clearance reviews as part of the hiring process and ensure all credentials are appropriately maintained throughout the year. We used allocated funds to support the hiring process and maintain certifications properly. All of our teachers are teaching the content that credentialed to teach.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.</p> <p>The following expenditures will be funded by federal Title funds:N/A</p>						<p>The difference between the budgeted and used funds is due to the one-time funds that the school has received during the 2021-22 school year. These additional funds are used for the current staff as a retention bonus.</p>
1.2	<p>Instructional materials and technology Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet</p>	Ongoing	No		<p>LCFF \$72,093 Other State 5,410 Federal 4,000</p>	\$72,093.00	<p>\$45,313.00</p> <p>MSA-4 used the allocated funds to ensure students have sufficient access to the standards-aligned</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to the standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p> <p>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk,</p>						<p>instructional materials, including technology-based resources. We annually assess the instructional material needs and replenish the instructional materials and technology inventory as needed. MSA-4 uses these funds to provide one-to-one Chromebooks and software to the students for ensuring that they have CA Content Standard aligned instructional programs. Additionally, the school utilizes IT-related services such as E-Rate consultancy, server-related software, phone, internet, and depreciation.</p> <p>The school has spent about sixty percent of the budgeted amount for the 2021-22 school year.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<p>AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Chromebooks: Resource: Title IV, Part A; Amount: \$4,000.00 								
1.3	<p>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</p>	Ongoing	No	LCFF	15,000	LCFF	116,984	\$116,984.00	\$136,432.00 MSA-4 is co-located at Daniel Webster Middle School. The school receives custodial services based on the PROP-39 agreement. Maintenance, repairs, and daily general cleaning are provided by LAUSD. We communicate with the district as improvements are needed to ensure school safety, security, and high-quality learning and working environments. We have developed comprehensive safety and security plans to ensure the safety of our students and school personnel. We

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with the stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers</p>						<p>annually revisit our safety plan and update it as needed.</p> <p>We use the budgeted funds for the facility acquisition cost listed on the PROP-39 agreement between MSA-4 and LAUSD.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	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	Ongoing	Yes		LCFF 6,000	\$6,000.00	\$4,000.00 MSA-4 uses the budgeted funds to cover the cost to provide water to students and staff. We have spent about seventy percent of the budgeted amount.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.5	<p>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.</p>	Ongoing	No		LCFF 121,427.96	\$121,427.96	<p>\$46,450.29</p> <p>MSA-4 receives services and support from Magnolia Public Schools Home Office. The funds related to this action include the following services: 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.). These support services include academic, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations.</p> <p>The difference between the budgeted amount and expenditure is due to an adjustment made at the beginning of the 2021-22 school year.</p>

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>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.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal 2

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

Rationale

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.

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
7	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	2020-21: 100%	2021-22: (As of 12/17/21) 100%	2023-24: 100%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)			
7	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 12/17/21) 100%	2023-24: 100%
2	Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 12/17/21) 100%	2023-24: 100%
2	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 12/17/21) 55%	2023-24: 100%
8	Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	2020-21: (First semester) 79%	2020-21: (Second semester) 82%	2023-24: 80%
8	Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 151.6	2021-22: (As of 12/17/21) 113.9	2023-24: 60.0
4	Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy	2018-19: <ul style="list-style-type: none"> All Students: 27.12% 	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21	2022-23: <ul style="list-style-type: none"> All Students: 38.00%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	assessments (Source: CDE DataQuest)	<ul style="list-style-type: none"> • Socioeconomically Disadvantaged: 27.08% • Students with Disabilities: 18.75% • African American: 36.36% • Hispanic: 23.41% 	<p>school years.</p> <p>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.</p> <p>Fall 2021 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> • All Students: 34.62% <p>IAB ELA Level 3 and 4 Projection (12/17/21):</p> <ul style="list-style-type: none"> • All Students: 31.34% 	<ul style="list-style-type: none"> • Socioeconomically Disadvantaged: 33.00% • Students with Disabilities: 22.00% • African American: 40.00% • Hispanic: 30.00%
4	Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	<p>2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> • All Students: 57.2 points below standard • English Learners: 114.4 points below standard • Socioeconomically Disadvantaged: 57.3 points below standard • Students with Disabilities: 98.6 points below standard • African American: 38.7 points below standard • Hispanic: 63.0 points below standard 	<p>CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2020 to Fall 2021.</p> <p>Fall 2020 to Fall 2021 MAP</p>	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> • All Students: 50.0 points below standard • English Learners: 95.0 points below standard • Socioeconomically Disadvantaged: 50.0 points below standard • Students with Disabilities: 80.0 points below standard • African American: 32.0 points below standard • Hispanic: 55.0 points below standard

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> • All Students: 60.3% • English Learners: 54.5% • Students with Disabilities: 62.5% 	
4	Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> • All Students: 74.3% • Socioeconomically Disadvantaged: 75.0% • Students with Disabilities: 68.2% • Hispanic: 79.3% 	The Measures of Academic Progress (MAP)-Reading assessment was implemented in Fall 2021 and will be implemented again in Spring 2021 to measure growth from fall to spring. In the interim, we will use the fall to fall data. Fall 2020 to Fall 2021 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> • All Students: 60.3% 	2023-24: <ul style="list-style-type: none"> • All Students: 75.0% • Socioeconomically Disadvantaged: 75.0% • Students with Disabilities: 75.0% • Hispanic: 75.0%
4	Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> • 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.	2022-23: <ul style="list-style-type: none"> • All Students: 15.00% • Socioeconomically Disadvantaged: 17.00% • Students with Disabilities: 17.00% • African American: 15.00% • Hispanic: 15.00%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			Fall 2021 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: <ul style="list-style-type: none"> • All Students: 11.54% IAB Math Level 3 and 4 Projection (12/17/21): <ul style="list-style-type: none"> • All Students: 33.88% 	
4	Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> • All Students: 133.7 points below standard • English Learners: 170.1 points below standard • Socioeconomically Disadvantaged: 128.2 points below standard • Students with Disabilities: 184.8 points below standard • African American: 139.7 points below standard • Hispanic: 133.6 points below standard 	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 growth projections from Fall 2020 to Fall 2021. Fall 2020 to Fall 2021 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> • All Students: 47.7% • English Learners: 33.3% • Students with Disabilities: 50.0% 	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> • All Students: 110.0 points below standard • English Learners: 145.0 points below standard • Socioeconomically Disadvantaged: 110.0 points below standard • Students with Disabilities: 150.0 points below standard • African American: 110.0 points below standard • Hispanic: 110.0 points below standard
4	Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics	2020-21: <ul style="list-style-type: none"> • All Students: 73.5% • English Learners: 70.0% 	The Measures of Academic Progress (MAP)-Mathematics assessment was implemented in Fall 2021 and will be implemented again in Spring	2023-24: <ul style="list-style-type: none"> • All Students: 75.0% • English Learners: 75.0%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	assessment from fall to spring (Source: NWEA MAP)	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 74.2% Students with Disabilities: 76.2% Hispanic: 71.4% 	<p>2021 to measure growth from fall to spring. In the interim, we will use the fall to fall data.</p> <p>Fall 2020 to Fall 2021 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 47.7% 	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 75.0% Students with Disabilities: 75.0% Hispanic: 75.0%
4	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%	<p>2021 Dashboard ELPI data is not available. The following are the 2021 summative ELPAC results by level.</p> <p>2021 ELPAC Percentage of Students at Each Performance Level:</p> <ul style="list-style-type: none"> Level 4: 15.38% Level 3: 46.15% Level 2: 23.08% Level 1: 15.38% 	2022-23: (2023 Dashboard) 35.0%
4	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 0.00%	<p>2021-22 RFEP data is not available. The following is the 2021 summative ELPAC percentage for the Level 4 performance level.</p> <p>2021 ELPAC Percentage of Students Level 4: 15.38%</p>	2023-24: 17.0%
4	Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	<p>2018-19:</p> <ul style="list-style-type: none"> All Students: 5.00% Socioeconomically Disadvantaged: 3.50% 	CAST assessments were waived during the 2019-20 and 2020-21 school years.	<p>2022-23:</p> <ul style="list-style-type: none"> All Students: 15.00% Socioeconomically Disadvantaged: 15.00%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<ul style="list-style-type: none"> Students with Disabilities: 0.00% African American: 5.88% Hispanic: 3.39% 		<ul style="list-style-type: none"> Students with Disabilities: 10.00% African American: 15.00% Hispanic: 15.00%

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	<p>Broad course of study and standards-based curriculum</p> <p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness</p>	Ongoing	No	LCFF 434,132.9 Other State 25,671.12 Federal 233,499.32	LCFF 20,000	\$713,303.34	\$331,565.47 MSA-4 uses the funds associated with this action to cover teacher salaries and benefits, principal salary and benefits, assistant principal salary and benefits, and substitute teacher expenses. MAS-4 has spent about fifty percent of the allocated funds for this action.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>standards. The school will be appropriately staffed to implement the school master schedule.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
2.2	<p>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</p>	Ongoing	Yes		<p>LCFF 22,869</p> <p>Federal 5,131</p>	\$28,000.00	<p>\$13,500.00</p> <p>MSA-4 uses the funds associated with this action to cover the fees for professional development, tuition reimbursement, and Teach Boost software. Currently, one administrator is enrolled in an admin credential program, and three teachers are working on getting a clear teaching credential to serve the students better.</p> <p>The funds will be used as planned by the end of the school year.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Tuition reimbursement for professional 						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	development: Resource: Title II, Part A; Amount: \$5,131						
2.3	<p>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</p>	Ongoing	Yes	LCFF 136,097.7 Other State 22,041 Federal 14,000	LCFF 9,600 Other State 2,000 Federal 21,170	\$204,908.70	<p>\$100,323.79</p> <p>MSA-4 uses the funds associated with this action to cover the cost of its targeted intervention to create a high-quality, differentiated learning environment where students are supported to engage at their optimal levels for their education. We support our students by implementing resource-based intervention strategies, including 1-1 or small group interventions, targeted support via educational materials and technology, co-teaching, study hour classes, after-school tutoring, Saturday School, and Summer School.</p> <p>MSA-4 has used about half of the budgeted funds and is on track to use most of them.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Accelerated Reader, Lexercise, ST Math, Standards Plus, Quizizz, Padlet, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, Listenwise,</p>						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Grammarly, Cambium Learning, ABC Mouse, Learning A-Z, Cityspan, Flocabulary, Alexandria Library, Nearpod, Newsela, and myON.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Teacher stipends for after-school: Resource: Title I, Part A; Amount: \$5,600 • Teacher stipends for Saturday school: Resource: Title I, Part A; Amount: \$14,000 • 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: \$14,270 						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.4	<p>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</p>	Ongoing	Yes				<p>\$0.00</p> <p>MSA4 did not spend any money on EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees as of the date this report is provided to MPS Board of Directors.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.</p> <p>The following expenditures will be funded by federal Title funds:N/A</p>						
2.5	<p>Support for students with disabilities Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in</p>	Ongoing	No	Other State 222,930.11	Other State 16,614 Federal 13,386	\$252,930.11	\$67,013.49 MSA-4 uses the funds associated with this action, including the following:

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>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</p>						<ul style="list-style-type: none"> • Paraprofessional salaries and benefits. • School psychologist salary and benefits. • Outsourced SPED services fees. • SPED instructional materials and technology. <p>Students with disabilities have access to a support system outlined in this action, including push-in and pull-out services, counseling, and contracted services to provide each student with a Free and Appropriate Public Education in their least restrictive learning environment on their IEPs.</p> <p>About twenty-five percent of the funds have been used.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal 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.

Rationale

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.

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	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%	2021-22: (Projected As of 12/17/21) 57.7%	2022-23: (2023 Dashboard) 60.0%
4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: 33.33%	2020-21: 48.00% 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. Fall 2021 MAP Reading - Proficiency Projection for 2021-22 SBAC: <ul style="list-style-type: none"> Grade 11 Students: 34.62% IAB ELA Level 3 and 4 Projection (12/17/21): <ul style="list-style-type: none"> Grade 11 Students: 47.73% 	2022-23: 40.00%
4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: 9.52%	2020-21: 11.54% We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project	2022-23: 30.00%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			<p>the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Fall 2021 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: 11.54% <p>IAB Math Level 3 and 4 Projection (12/17/21):</p> <ul style="list-style-type: none"> Grade 11 Students: 42.11% 	
4	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%
4	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%
4	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 12/17/21) 40.0%	2023-24: 50.0%
4	Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 95.5%	2021-22: (Projected As of 12/17/21) 100.0%	2022-23: 95.0%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 31.8%	2021-22: (Projected As of 12/17/21) 30.8%	2023-24: 30.0%
4	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: (Projected As of 12/17/21) 26.9%	2023-24: 30.0%
4	Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2020-21: (As of 5/16/21) 50.0%	2021-22: (Projected As of 12/17/21) 46.2%	2023-24: 50.0%
8	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: (Projected As of 2/18/22) 88.4%	2023-24: 100.0%
8	Percentage of high school completers accepted to a 4-year college (Source: Naviance)	2020-21: (As of 5/16/21) 68.0%	2021-22: (Projected As of 2/18/22) 84.6%	2023-24: 70.0%
8	College-Going Rate (Source: CDE DataQuest)	Class of 2018: 60.0%	Class of 2019 data is not available.	Class of 2021: 65.0%
7	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 11%	2021-22: (As of 12/17/21) 12%	2023-24: 15%
7	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%	2021-22: (Projected As of 12/17/21) 100%	2023-24: 100%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
8	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: (Projected As of 12/17/21) 100%	2023-24: 100%

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
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 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	Ongoing	Yes	LCFF 41,888.1 Other State 51,187.8 Federal 90,323	LCFF 5,000 Federal 4,000		\$192,398.90	\$68,664.60 MSA-4 uses the funds associated with this action to cover the cost of college counselor salary and benefits, Naviance program fees, AP exam Fees, AP course Materials, and other college-related materials and activities. MSA-4 promotes a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college-related activities to ensure students become college-bound. MSA-4 has spent about thirty-percent of the funds allocated for this action.	

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.</p> <p>Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • College Counselor salary and benefits (partial): Resource: Title IV, Part A; Amount: \$XX,XXX • Teacher stipends for AP classes: Resource: Title IV, Part A; Amount: \$XX,XXX • Naviance program fees: Resource: Title 						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	IV, Part A; Amount: \$XX,XXX <ul style="list-style-type: none"> • AP exam fees: Resource: Title IV, Part A; Amount: \$XX,XXX • AP course materials: Resource: Title IV, Part A; Amount: \$XX,XXX • Other college- related materials and activities: Resource: Title IV, Part A; Amount: \$XX,XXX 						
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	Ongoing	Yes		Federal 6,000	\$6,000.00	\$0.00 MSA-4 will use the allocated funds to cover the supplemental material for the science program during the second semester.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.</p> <p>Expenditures associated with this action include the following: supplemental science program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Supplemental science program fees: Resource: Title IV, Part A; Amount: \$6,000 						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.3	<p>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.</p>	Ongoing	Yes		LCFF 3,500	\$3,500.00	\$354.00 MSA-4 uses the funds associated with this action to cover the cost of Blended Learning and technology. MSA-4 will use the rest of the allocated funds to teach and model safe, savvy, and social digital citizenship during the second semester.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<p>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.</p> <p>The following expenditures will be funded by federal Title funds:N/A</p>								
3.4	<p>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</p>	Ongoing	Yes	Federal	76,723.7	LCFF	6,000	\$82,723.70	\$39,932.29 MSA-4 uses the funds associated with this action to cover salary and benefits of our PE teacher. MSA-4 provides students with age-appropriate physical education aligned with the California state standards. MSA-4 has used about half of the budgeted funds and is on track to use rest of them by the end of the school year.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • PE/Health teacher salary and benefits: Resource: Title IV, Part A; Amount: \$XX,XXX • Athletic director salary and benefits: Resource: Title IV, Part A; Amount: \$XX,XXX • Physical activity, fitness, and equipment 						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	expenses: Resource: Title IV, Part A; Amount: \$XX,XXX						
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,	Ongoing	Yes	LCFF 88,793.15 Other State 15,690.9	LCFF 8,000	\$112,484.05	\$57,021.78 MSA-4 uses the funds associated with this action to cover salary and benefits of our Spanish teacher and activity coordinator. MSA-4 has used about half of the budgeted funds and is on track to use rest of them by the end of the school year.

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>community service, and others.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal 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.

Rationale

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.

Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
3	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 12/17/21) 3	2023-24: 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
3	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 12/17/21) 2	2023-24: 4
3	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 12/17/21) 7	2023-24: 4
3	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 12/17/21) 7	2023-24: 5
3	Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: (As of 12/17/21) 2	2023-24: 4
3	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 12/17/21) 16.5%	2023-24: 25%
5	Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 95.62%	2021-22: (P-1 ADA) 89.07%	2023-24: 96.00%
5	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 13.7%	2021-22: (As of 12/17/21) 48.6%	2023-24: 9.0%
5	Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) N/A	2021-22: N/A	2023-24: N/A
5	High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 10.0%	2021-22: (As of 12/17/21) 0.0%	2022-23: 0.0%
5	Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 85.0%	2020-21: 100.0%	2022-23: (2023 Dashboard) 100.0%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			2021-22: (Projected As of 12/17/21) 100.0%	
6	Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 12/17/21) 2.5%	2023-24: 0.0%
6	Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 12/17/21) 0.00%	2023-24: 0.00%
6	School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 100.0% Families: 83.3% Staff: 100.0%	The survey will be administered in the spring, hence the data is not available yet. The following are the target participation rates for 2021-22: Students: N/A Families: N/A Staff: N/A	2023-24: Students: 95.0% Families: 80.0% Staff: 100.0%
6	School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 79% Families: 98% Staff: 92%	The survey will be administered in the spring, hence the data is not available yet. The following are the target average approval rates for 2021-22: Students: N/A Families: N/A Staff: N/A	2023-24: Students: 80% Families: 95% Staff: 90%
6	Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 83%	2021-22: (Spring 2021 to Fall 2021) 97%	2023-24: (Spring 2023 to Fall 2023) 85.0%

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.1	<p>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</p>	Ongoing	Yes				<p>\$0.00</p> <p>MSA4 did not spend any money on parent meeting expenses and Document Tracking Services (DTS) fees as of the date this report is provided to the MPS Board of Directors.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<p>parent surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Stipends to serve on SSC, ELAC, and board meetings: Resource: Title I, Part A; Amount: \$XX,XXX • Parent input/decision making meeting expenses: Resource: Title I, Part A; Amount: \$XX,XXX • DTS program fees: Resource: Title I, Part A; Amount: \$XX,XXX 								
4.2	<p>Building partnerships with families for student outcomes</p> <p>Charter School will build trusting and respectful relationships with parents</p>	Ongoing	Yes	Federal	106,128.6	LCFF Federal	8,000 600	\$114,728.60	\$55,436.32 MSA-4 uses the funds associated with this action to build trusting and respectful

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>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</p>						<p>relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. MSA-4 uses various ways to stay connected with the parents.</p> <p>MSA-4 offers workshops for parents throughout the year to help them be up to date with current developments to support their children better.</p> <p>MSA-4 spend about fifty-percent of the allocated funds for the following communication tools and actions:</p> <ul style="list-style-type: none"> • Infinite Campus SIS • Parent Square • Parent College Expenses • School Mint • Salary and Benefit of Office Manager

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p> <p>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, Dean of Culture salary and benefits, and Office manager/Administrative assistant salaries and benefits.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • ParentSquare software fees: Resource: Title I, Part A; Amount: \$600 						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
4.3	<p>MTSS - PBIS and SEL support</p> <p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs 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</p>	Ongoing	Yes	LCFF	91,160.97	LCFF Federal	12,590 1,000	\$104,750.97	<p>\$129,014.69</p> <p>MSA-4 uses the funds associated with this action to provide a safe, nurturing, and engaging learning environment for all our students and families. The school offers academic and social-emotional support to address student needs.</p> <p>Expenditures associated with this action include the following:</p> <ul style="list-style-type: none"> • Salary and benefit of SEL Counselor • Educational Specialist • SPED aide <p>Additionally, we are in the process of hiring a PACE coordinator to increase the support we provide to our families.</p> <p>MSA-4 has received additional funds related to this action at the beginning of the school year, which causes the difference between the budgeted funds and expenditures.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p>						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Additional services for homeless students: Resource: Title I, Part A; Amount: \$1,000 						
4.4	<p>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</p>	Ongoing	Yes		LCFF 500	\$500.00	\$250.00 MSA-4 uses the funds associated with this action to cover the cost of Panorama Education survey fees. MSA-4 implements Panorama educational partner surveys to receive feedback regarding school climate indicators: climate of support for

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds:N/A</p>						academic learning; knowledge and fairness of discipline, rules, norms; safety; and sense of belonging.
4.5	<p>Community outreach and partnerships Charter School will establish community, business, institutional and civic partnerships that</p>	Ongoing	Yes		LCFF 12,500	\$12,500.00	\$6,250.00 MSA-4 uses the funds associated with this action to pay the membership fees for

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						<p>CCSA and WASC. Additionally, funds are spent on marketing, branding, outreach, and partnership expenses. MSA-4 has used a little half of the budgeted funds and are on track to use most of them.</p>

MAGNOLIA SCIENCE ACADEMY



2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-5	Ali Kaplan Principal	bplonka@magnoliapublicschools.org (818) 705-5676

Goal 1

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

Rationale

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.

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
1	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
1	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2020-21: 0%	2021-22: 0%	2023-24: 0%
1	Number of identified instances where facilities do not meet the	2020-21: 0	2021-22: 0	2022-23: 0

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	“good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)			
6	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%
6	Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 99.0%	2021-22: (As of 12/17/21) 93.8%	2023-24: 97.0%

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	<p>Teacher assignments and credentials</p> <p>Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers’ credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee</p>	Ongoing	No		LCFF 16,750	\$16,750.00	\$65,875.00
							MSA-5 ensures teachers are credentialed and have proper teaching assignments.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.2	<p>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,</p>	Ongoing	No	LCFF 36,545	LCFF 134,995 Other State 30,000 Federal 34,000	\$235,540.00	\$94,921.16 MSA-5 made sure there is adequate instructional materials.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p> <p>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom,</p>						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report								
	<p>GoGuardian, etc.), phone/internet, and depreciation.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Supplemental instructional materials and supplies: Resource: Title I, Part A; Amount: \$5,000 • Chromebooks: Resource: Title IV, Part A; Amount: \$5,000 							1.3	<p>Clean and safe facilities that support learning</p> <p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain</p>	Ongoing	No	LCFF 20,000	LCFF 424,256 Federal 5,000	\$449,256.00	\$102,313.00		MSA-5 has followed safety and health orders in response to the pandemic as well as keeping the campus and its surrounding safe and clean.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and</p>						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses		Total Funds	Mid-Year Report
	<p>insurance costs (workers compensation, CharterSAFE, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>							
1.4	<p>Healthy and nutritious meals</p> <p>Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p>	Ongoing	Yes		LCFF	11,000	\$11,000.00	\$7,500.00
								MSA-5 provides health and nutritious food requirements set forth by the CDE and Department of Health.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.5	<p>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.</p>	Ongoing	No		LCFF 558,458	\$558,458.00	\$264,354.49 MSA-5 receives support and supervision in various areas.

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Instructional services are reflected in Goals 2-4.</p> <p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal 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.

Rationale

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.

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
7	Percentage of programs and services outlined in the charter petition, including a broad	2020-21: 95%	2021-22: (As of 12/17/21) 100%	2023-24: 100%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)			
7	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 12/17/21) 100%	2023-24: 100%
2	Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 12/17/21) 100%	2023-24: 100%
2	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 12/17/21) 49%	2023-24: 100%
8	Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	2020-21: (First semester) 73%	2020-21: (Second semester) 90%	2023-24: 80%
8	Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 73.9	2021-22: (As of 12/17/21) 35.8	2023-24: 75.0

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> 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. Fall 2021 MAP Reading - Proficiency Projection for 2021-22 SBAC: <ul style="list-style-type: none"> All Students: 41.75% IAB ELA Level 3 and 4 Projection (12/17/21): <ul style="list-style-type: none"> All Students: 39.28% 	2022-23: <ul style="list-style-type: none"> All Students: 50.00% English Learners: 12.00% Socioeconomically Disadvantaged: 50.00% Students with Disabilities: 2.200% Homeless: 46.00% Hispanic: 50.00%
4	Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> All Students: 11.5 points below standard English Learners: 43.3 points below standard Socioeconomically Disadvantaged: 13.1 points below standard Students with Disabilities: 72.7 points below standard Homeless: 23.7 points below standard 	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 assessment to measure the percentage of students meeting their growth projections from Fall 2020 to Fall 2021.	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 5.0 points below standard English Learners: 37.0 points below standard Socioeconomically Disadvantaged: 7.0 points below standard Students with Disabilities: 66.0 points below standard Homeless: 17.0 points below standard

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<ul style="list-style-type: none"> Hispanic: 13.1 points below standard 	Fall 2020 to Fall 2021 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 57.0% English Learners: 50.0% Students with Disabilities: 66.2% 	<ul style="list-style-type: none"> Hispanic: 7.0 points below standard
4	Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> All Students: 60.4% English Learners: 59.0% Socioeconomically Disadvantaged: 59.4% Students with Disabilities: 56.3% Hispanic: 62.7% White: 45.5% 	The Measures of Academic Progress (MAP)-Reading assessment was implemented in Fall 2021 and will be implemented again in Spring 2021 to measure growth from fall to spring. In the interim, we will use the fall to fall data. Fall 2020 to Fall 2021 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 57.0% 	2023-24: <ul style="list-style-type: none"> All Students: 65.0% English Learners: 65.0% Socioeconomically Disadvantaged: 65.0% Students with Disabilities: 65.0% Hispanic: 65.0% White: 65.0%
4	Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> 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-	2022-23: <ul style="list-style-type: none"> All Students: 41.00% English Learners: 15.00% Socioeconomically Disadvantaged: 41.00% Students with Disabilities: 33.00% Homeless: 43.00% Hispanic: 41.00%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			<p>ELA/Literacy assessments.</p> <p>Fall 2021 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> • All Students: 16.86% <p>IAB Math Level 3 and 4 Projection (12/17/21):</p> <ul style="list-style-type: none"> • All Students: 58.7% 	
4	Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	<p>2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> • All Students: 17.9 points below standard • English Learners: 43.5 points below standard • Socioeconomically Disadvantaged: 18.6 points below standard • Students with Disabilities: 58.0 points below standard • Homeless: 26.2 points below standard • Hispanic: 21.6 points below standard 	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2020 to Fall 2021.</p> <p>Fall 2020 to Fall 2021 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> • All Students: 45.4% • English Learners: 52.2% • Students with Disabilities: 51.9% 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> • All Students: 11.0 points below standard • English Learners: 37.0 points below standard • Socioeconomically Disadvantaged: 12.0 points below standard • Students with Disabilities: 50.0 points below standard • Homeless: 20.0 points below standard • Hispanic: 15.0 points below standard
4	Percentage of students meeting their growth targets on the Measures of Academic	<p>2020-21:</p> <ul style="list-style-type: none"> • All Students: 59.3% 	The Measures of Academic Progress (MAP)-Mathematics assessment was implemented	<p>2023-24:</p> <ul style="list-style-type: none"> • All Students: 70.0%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	<ul style="list-style-type: none"> English Learners: 59.1% Socioeconomically Disadvantaged: 59.0% Students with Disabilities: 65.6% Hispanic: 59.2% White: 72.7% 	<p>in Fall 2021 and will be implemented again in Spring 2021 to measure growth from fall to spring. In the interim, we will use the fall to fall data.</p> <p>Fall 2020 to Fall 2021 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 45.4% 	<ul style="list-style-type: none"> English Learners: 70.0% Socioeconomically Disadvantaged: 70.0% Students with Disabilities: 70.0 Hispanic: 70.0% White: 75.0%
4	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%	<p>2021 Dashboard ELPI data is not available. The following are the 2021 summative ELPAC results by level.</p> <p>2021 ELPAC Percentage of Students at Each Performance Level:</p> <ul style="list-style-type: none"> Level 4: 10.14% Level 3: 35.14% Level 3: 38.51% Level 1: 16.22% 	2022-23: (2023 Dashboard) 57.0%
4	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 4.1%	<p>2021-22 RFEP data is not available. The following is the 2021 summative ELPAC percentage for the Level 4 performance level.</p> <p>2021 ELPAC Percentage of Students Level 4: 10.14%</p>	2023-24: 13.0%
4	Percentage of students meeting or exceeding standard on the	2018-19: <ul style="list-style-type: none"> All Students: 11.54% 	CAST assessments were waived during the 2019-20 and 2020-21 school years.	2022-23: <ul style="list-style-type: none"> All Students: 16.00%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	CAASPP-Science assessments (Source: CDE DataQuest)	<ul style="list-style-type: none"> English Learners: 0.00% Students with Disabilities: 11.63% Hispanic: 9.30% 		<ul style="list-style-type: none"> English Learners: 10.00% Socioeconomically Disadvantaged: 16.00% Hispanic: 16.00%

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	<p>Broad course of study and standards-based curriculum</p> <p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college-</p>	Ongoing	No	LCFF 775,197 Other State 38,863 Federal 58,895	LCFF 25,000	\$897,955.00	\$455,584.30 MSA-5 hires the personnel to fulfill its charter .

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
2.2	<p>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</p>	Ongoing	Yes		<p>LCFF 9,000 Federal 16,000</p>	\$25,000.00	\$12,750.00 MSA-5 provides PDs and helps staff to complete their further training and education

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>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.</p> <p>Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Tuition reimbursement 						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	for professional development: Resource: Title II, Part A; Amount: \$5,000						
2.3	<p>MTSS - Academic enrichment, intervention, and student support</p> <p>Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental</p>	Ongoing	Yes	LCFF 238,128 Other State 67,559 Federal 124,752	LCFF 1,500 Other State 28,706 Federal 9,000	\$469,645.00	\$245,144.00 MSA-5 make sure there is strong and systemized academic enrichment, intervention, and student support.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Accelerated Reader, Lexercise, ST Math, Standards Plus, Quizizz, Padlet, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, Listenwise,</p>						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Grammarly, Cambium Learning, ABC Mouse, Learning A-Z, Cityspan, Flocabulary, Alexandria Library, Nearpod, Newsela, and myON.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Intervention Teacher salary and benefits: Resource: Title I, Part A; Amount: \$50,000 						
2.4	<p>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</p>	Ongoing	Yes	LCFF 99,405		\$99,405.00	\$49,513.38 English Learners at MSA-5 receive services and support ELD instruction aligned to the CA ELD standards and framework.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: EL coordinator</p>						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> EL Coordinator stipend: Resource: Title I, Part A; Amount: \$5,000 						
2.5	<p>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</p>	Ongoing	No	<p>Other State 419,878 Federal 97,730</p>	Federal 20,000	\$537,608.00	\$276,679.22 Students with IEP receive services as outlined in their plans.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report

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.

Rationale

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.

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2018-19: N/A	2021-22: (Projected As of 12/17/21) 48.1%	2021-22: 70.00%
4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: 63.63%	2020-21: 45.95% 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.	2021-22: 68.00%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			<p>Fall 2021 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> • Grade 11 Students: 22.58% <p>IAB ELA Level 3 and 4 Projection (12/17/21):</p> <ul style="list-style-type: none"> • Grade 11 Students: 32.54% 	
4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: 54.54%	<p>2020-21: 25.68%</p> <p>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.</p> <p>Fall 2021 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> • Grade 11 Students: 2.78% <p>IAB Math Level 3 and 4 Projection (12/17/21):</p> <ul style="list-style-type: none"> • Grade 11 Students: 68.94% 	2021-22: 60.00%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	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: 49.6%	2022-23: 70.0%
4	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: 64.4%	2022-23: 60.0%
4	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 12/17/21) 11.1%	2023-24: 30.0%
4	Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 100.0%	2021-22: (Projected As of 12/17/21) 88.9%	2022-23: 95.0%
4	Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 34.8%	2021-22: (Projected As of 12/17/21) 33.3%	2023-24: 30.0%
4	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: (Projected As of 12/17/21) 22.2%	2023-24: 30.0%
4	Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2020-21: (As of 5/16/21) 34.8%	2021-22: (Projected As of 12/17/21) 44.4%	2023-24: 50.0%
8	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: (Projected As of 12/17/21) N/A	2023-24: 95.0%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
8	Percentage of high school completers accepted to a 4-year college (Source: Naviance)	2020-21: (As of 5/16/21) 39.0%	2021-22: (Projected As of 12/17/21) N/A	2023-24: 50.0%
8	College-Going Rate (Source: CDE DataQuest)	N/A	Class of 2019 data is not available.	Class of 2021: 50.0%
7	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 12/17/21) 7%	2023-24: 10%
7	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%	2021-22: (Projected As of 12/17/21) 100%	2023-24: 100%
8	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: (Projected As of 12/17/21) 80%	2023-24: 100%

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
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	Ongoing	Yes	Federal 106,156		\$106,156.00	\$29,987.09 MSA-5 provides well-round college and career readiness program.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.</p> <p>Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance</p>						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>program fees, AP exam fees, AP course materials, and other college-related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
3.2	<p>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</p>	Ongoing	Yes				<p>\$0.00</p> <p>MSA5 did not spend any money on the supplemental science program fees as of this reports' presentation date for the MPS Board of Directors.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.</p> <p>Expenditures associated with this action include the following: supplemental science program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
3.3	<p>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</p>	Ongoing	Yes	LCFF	92,507	Other State 600	<p>\$93,107.00</p> <p>\$49,865.61</p> <p>MSA-5 promotes digital citizenship and literacy.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.</p> <p>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • MyON Digital Library: Resource: Title I, Part A; Amount: \$13,000 						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.4	<p>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</p>	Ongoing	Yes	LCFF 104,115	LCFF 2,500 Federal 3,500	\$110,115.00	\$51,437.63 MSA-5 provides PE classes in grades 6-10

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
3.5	<p>Additional programs and activities that support well-rounded education</p> <p>In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will</p>	Ongoing	Yes		<p>LCFF 16,000</p> <p>Other State 32,000</p> <p>Federal 16,500</p>	\$64,500.00	<p>\$34,188.50</p> <p>MSA-5 provides additional programs and activities such as music program</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal 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.

Rationale

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.

Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
3	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 12/17/21) 3	2023-24: 4
3	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 12/17/21) 3	2023-24: 4
3	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 12/17/21) 3	2023-24: 4
3	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 12/17/21) 7	2023-24: 5
3	Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: (As of 12/17/21) 2	2023-24: 4
3	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 12/17/21) 24.6%	2023-24: 20%
5	Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 96.83%	2021-22: (P-1 ADA) 91.71%	2023-24: 97.00%
5	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 7.5%	2021-22: (As of 12/17/21) 25.8%	2023-24: 9.0%
5	Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%	2021-22: (As of 12/17/21) 0	2023-24: 0.0%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
5	High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 0.0%	2021-22: (As of 12/17/21) 0.0%	2022-23: 0.0%
5	Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 100.0%	2020-21: 100.0% 2021-22: (Projected As of 12/17/21) 100.0%	2022-23: (2023 Dashboard) 100.0%
6	Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 12/17/21) 0.0%	2023-24: 0.0%
6	Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 12/17/21) 0.00%	2023-24: 0.00%
6	School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 98.3% Families: 96.8% Staff: 100.0%	The survey will be administered in the spring, hence the data is not available yet. The following are the target participation rates for 2021-22: Students: 95.0% Families: 90.0% Staff: 100.0%	2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%
6	School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 76% Families: 97% Staff: 93%	The survey will be administered in the spring, hence the data is not available yet. The following are the target average approval rates for 2021-22: Students: 73% Families: 95% Staff: 90%	2023-24: Students: 75% Families: 95% Staff: 90%
6	Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020)	2021-22: (Spring 2021 to Fall 2021)	2023-24: (Spring 2023 to Fall 2023)

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		83%	94%	85%

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.1	<p>Seeking family input for decision making</p> <p>Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-</p>	Ongoing	Yes				<p>\$0.00</p> <p>MSA5 did not spend any money on parent meeting expenses and Document Tracking Services (DTS) fees as of this report's presentation date for the MPS Board of Directors.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
4.2	<p>Building partnerships with families for student outcomes</p> <p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments,</p>	Ongoing	Yes	<p>LCFF 101,129</p> <p>Other State 15,000</p> <p>Federal 62,255</p>	<p>LCFF 13,953</p> <p>Federal 1,500</p>	\$193,837.00	\$86,663.40
							MSA-5 establishes partnerships with families for student benefits

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p> <p>Expenditures associated</p>						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, Dean of Culture salary and benefits, and Office manager/Administrative assistant salaries and benefits.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Stipends for home visits: Resource: Title I, Part A; Amount: \$15,000 • Stipends to lead parent academy/works hops: Resource: Title I, Part A; Amount: \$5,000 • Parent activity/event expenses: Resource: Title I, Part A; Amount: \$1,000 						
4.3	<p>MTSS - PBIS and SEL support Charter School will provide a safe, nurturing, and</p>	Ongoing	Yes	LCFF 271,745	LCFF 13,386 Federal 7,413	\$292,544.00	\$69,423.64

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>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</p>						<p>MSA-5 provides academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Dean of Students salary and benefits,</p>						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Additional services for immigrant students: Resource: Title III, Part A - Immigrant; Amount: \$2,513 • Additional materials/services for homeless students: Resource: Title I, Part A - Amount: \$1,000 						
4.4	<p>Annual stakeholder surveys Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey</p>	Ongoing	Yes		LCFF 1,164	\$1,164.00	\$582.00 MSA-5 periodically surveys educational partner

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Panorama Education survey fees: Resource: Title 						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	I, Part A; Amount: \$784						
4.5	<p>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.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p>	Ongoing	Yes		LCFF 18,500	\$18,500.00	\$9,250.00 MSA-5 works with the community for outreach and partnership.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	The following expenditures will be funded by federal Title funds: N/A						

2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

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

Goal 1

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

Rationale

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.

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
1	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: (As of 01/11/2022) 1	2023-24: 0
1	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2020-21: 0%	2021-22: 0%	2023-24: 0%
1	Number of identified instances where facilities do not meet the	2020-21: 0	2021-22: 0	2022-23: 0

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	“good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)			
6	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%
6	Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 99.1%	2021-22: (As of 12/17/21) 97.2%	2023-24: 97%

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
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	Ongoing	No		LCFF 10,300	\$10,300.00	\$30,150.00 Magnolia Science Academy 6 has been able to hire necessary staff for the school to continue operating with properly credentialed personnel. In addition, we have the necessary funds to support and onboard any new staff. The amount that is being reflected in the mid-year report versus the total funds because we were able to use the one-time funds.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory training, and other HR-related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.2	<p>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,</p>	Ongoing	No		<p>LCFF 77,287 Other State 5,000</p>	\$82,287.00	<p>\$39,069.53</p> <p>Magnolia Science Academy 6 will have the funds to spend its money to make sure that we have technology for our students. This will</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>and physical requirements of students. Charter School will annually review the alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budgets and plans to ensure an adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards-aligned instructional programs.</p> <p>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom,</p>						<p>help our students with the regular curriculum throughout the year and to access anything else that is supplementary. Furthermore, the technology helps students who do not have access to Chromebooks or Internet. Lastly, throughout the year, we will have to do MAP testing, IAB testing, and the SBAC test on computers, therefore, our school needs to have enough technology for everyone.</p> <p>We are currently around half of our budget at this point in the semester, 2.15.22.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<p>GoGuardian, etc.), phone/internet, and depreciation.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>								
1.3	<p>Clean and safe facilities that support learning</p> <p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security, and high-quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM-focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop</p>	Ongoing		LCFF	16,000	LCFF	239,000	\$255,000.00	\$253,649.74

Magnolia Science Academy 6 is co-located with Pio Pico Middle School. The facility is very clean and well maintained. There is custodial staff that takes care of the grounds every single day, unlike at our other site in Palms. Every classroom is swept at least on a weekly basis, trash is taken out on a daily basis, and any issues such as door creaks, broken tiles, insulation...etc. is taken care of by the school Plant Manager. Also, each classroom/office is equipped with an air conditioner and a heater which helps on the hot/cold days and thus helps us out with maximizing learning and supporting learning.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment, and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety-related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.4	<p>Healthy and nutritious meals</p> <p>Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	Ongoing	Yes		LCFF 9,000	\$9,000.00	<p>\$4,500.00</p> <p>Magnolia Science Academy 6 continues to use Better 4 You Meals, who provides the snack service during nutrition and the lunches. We currently do not have a snack/lunch server for the 2nd semester, as of 2.15.22. We plan on continuing to use Better 4 You Meals throughout the remainder of the year.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.5	<p>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 burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.</p> <p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office-related</p>	Ongoing	No		LCFF 71,896	\$71,896.00	<p>\$45,052.65</p> <p>Magnolia Science Academy 6 has used more than half of its funding for the Home Office staff. The home office staff has helped with the operations of our school as well as the accountability portion of our school throughout the year. Items like the supplemental LCAP, LAUSD site visit, and anything else that needs to be submitted to local, state or federal educational agencies.</p>

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: N/A						

Goal 2

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

Rationale

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.

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
7	Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	2020-21: 90%	2021-22: (As of 2/14/22) 75%	2023-24: 100%
7	Percentage of students who have sufficient access to all	2020-21: 100%	2021-22: (As of 2/14/22) 100%	2023-24: 100%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)			
2	Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 2/14/22) 100%	2023-24: 100%
2	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 2/14/22) 40%	2023-24: 100%
8	Percentage of students who have received a grade of “C” or better (or performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)	2020-21: (First semester) 80%	2020-21: (Second semester) 94%	2023-24: 80%
8	Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) +65.1	2021-22: (As of 2/14/22) +125.8	2023-24: 60.0
4	Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 46.26% English Learners: 12.51% Socioeconomically Disadvantaged: 44.96% Students with Disabilities: 9.68% 	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	2022-23: <ul style="list-style-type: none"> All Students: 50.00% English Learners: 17.00% Socioeconomically Disadvantaged: 50.00% Students with Disabilities: 15.00%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<ul style="list-style-type: none"> African American: 50% Hispanic: 44.21% 	<p>Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Fall 2021 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> All Students: 37.21% (2/14/22) <p>IAB ELA Level 3 and 4 Projection (2/14/22):</p> <ul style="list-style-type: none"> All Students: 38.6% 	<ul style="list-style-type: none"> African American: 51.00% Hispanic: 48.00%
4	Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	<p>2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> All Students: 16.3 points below standard English Learners: 48.3 points below standard Socioeconomically Disadvantaged: 19.7 points below standard Students with Disabilities: 97.8 points below standard African American: 7.1 points below standard Hispanic: 21.4 points below standard 	<p>CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the DFS.</p> <p>Fall 2020 to Fall 2021 MAP Reading - DFS</p> <ul style="list-style-type: none"> All Students: -16.3 English Learners: n/a Students with Disabilities: n/a 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 9.0 points below standard English Learners: 41.0 points below standard Socioeconomically Disadvantaged: 12.0 points below standard Students with Disabilities: 80.0 points below standard African American: 1.0 points below standard Hispanic: 13.0 points below standard
4	Percentage of students meeting their growth targets on the Measures of Academic	<p>2020-21:</p> <ul style="list-style-type: none"> All Students: 61.6% 	The Measures of Academic Progress (MAP)-Reading assessment was implemented	<p>2023-24:</p> <ul style="list-style-type: none"> All Students: 65% English Learners: 65%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	<ul style="list-style-type: none"> • English Learners: 53.1% • Socioeconomically Disadvantaged: 65.0% • Students with Disabilities: 45.5% • African American: 58.3% • Hispanic: 63.3% 	<p>in Fall 2021 and will be implemented again in Spring 2021 to measure growth from fall to spring. In the interim, we will use the fall to fall data.</p> <p>Fall 2020 to Fall 2021 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> • All Students: 37.21% • English Learners: 60% • Students with Disabilities: 83.3% 	<ul style="list-style-type: none"> • Socioeconomically Disadvantaged: 65% • Students with Disabilities: 65% • African American: 65% • Hispanic: 65%
4	Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	<p>2018-19:</p> <ul style="list-style-type: none"> • All Students: 38.36% • English Learners: 12.51% • Socioeconomically Disadvantaged: 38.28% • Students with Disabilities: 12.90% • African American: 35.71% • Hispanic: 36.50% 	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>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.</p> <p>Fall 2021 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> • All Students: 12.64% (2/14/22) • English Learners: 9.1% (2/14/22) 	<p>2022-23:</p> <ul style="list-style-type: none"> • All Students: 41.00% • English Learners: 17.00% • Socioeconomically Disadvantaged: 41.00% • Students with Disabilities: 17.00% • African American: 41.00% • Hispanic: 41.00%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			<ul style="list-style-type: none"> Students with disabilities: 16.7% (2/14/22) <p>IAB Math Level 3 and 4 Projection (2/14/22):</p> <ul style="list-style-type: none"> All Students: 30.99% 	
4	Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	<p>2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> All Students: 35.9 points below standard English Learners: 61.1 points below standard Socioeconomically Disadvantaged: 39.4 points below standard Students with Disabilities: 98.5 points below standard African American: 35.0 points below standard Hispanic: 41.6 points below standard 	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2020 to Fall 2021.</p> <p>Fall 2020 to Fall 2021 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: n/a English Learners: n/a Students with Disabilities: n/a 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 29.0 points below standard English Learners: 54.0 points below standard Socioeconomically Disadvantaged: 32.0 points below standard Students with Disabilities: 88.0 points below standard African American: 28.0 points below standard Hispanic: 33.0 points below standard
4	Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	<p>2020-21:</p> <ul style="list-style-type: none"> All Students: 60.0% English Learners: 56.3% Socioeconomically Disadvantaged: 58.0% 	<p>The Measures of Academic Progress (MAP)-Mathematics assessment was implemented in Fall 2021 and will be implemented again in Spring 2021 to measure growth from fall to spring. In the interim, we</p>	<p>2023-24:</p> <ul style="list-style-type: none"> All Students: 65.0% English Learners: 65.0% Socioeconomically Disadvantaged: 65.0%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<ul style="list-style-type: none"> Students with Disabilities: 57.1% African American: 33.3% Hispanic: 63.0% White: * 	<p>will use the fall to fall data.</p> <p>Fall 2020 to Fall 2021 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 27.1% 	<ul style="list-style-type: none"> Students with Disabilities: 65.0% African American: 65.0% Hispanic: 65.0% White: 65.0%
4	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%	<p>2021 Dashboard ELPI data is not available. The following are the 2021 summative ELPAC results by level.</p> <p>2021 ELPAC Percentage of Students at Each Performance Level:</p> <ul style="list-style-type: none"> Level 4: 16.22% Level 3: 43.24% Level 2: 24.32% Level 1: 16.22% 	2022-23: (2023 Dashboard) 47.0%
4	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 12.1%	<p>2021-22 RFEP data is not available. The following is the 2021 summative ELPAC percentage for the Level 4 performance level.</p> <p>2021 ELPAC Percentage of Students Level 4: 16.22%</p>	2023-24: 15.0%
4	Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 10.35% Socioeconomically Disadvantaged: 4.35% Hispanic: 4.26% 	CAST assessments were waived during the 2019-20 and 2020-21 school years.	2022-23: <ul style="list-style-type: none"> All Students: 16.00% Socioeconomically Disadvantaged: 10.00% Hispanic: 10.00%

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	<p>Broad course of study and standards-based curriculum</p> <p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and</p>	Ongoing	No	LCFF 19,166 Other State 14,156 Federal 413,697	LCFF 5,000	\$452,019.00	<p>\$217,041.98</p> <p>Magnolia Science Academy 6 will continue to serve the needs of all of our students. This includes making sure that all of our core classes are offered. In addition, we offer our PE classes and our Life Skills classes. Within our school day, we have also programmed in intervention times in order, times for our TA's to assist students with disabilities, we have had a career day to help promote students to think about their future, and events throughout the year to create spirit and a sense of belongingness.</p> <p>We have spent around half of the money that was budgeted for this specific goal and action.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds: Intervention teachers' salaries and benefits: Resource: Title I, Part A; Amount: \$8,169</p>						
2.2	<p>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</p>	Ongoing	Yes		<p>LCFF 12,000</p> <p>Federal 3,616</p>	\$15,616.00	<p>\$6,750.00</p> <p>Magnolia Science Academy 6 uses curriculum that is aligned with the California State Standards. We also have purchased supplementary materials such as IXL and Nextgen math in order to help prepare our students for the next grade level and for the end of the year State test and MAP test.</p> <p>We have used almost half of our funding for this year for this goal and action.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>improvement, as well as supports for high-quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high-quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: \$3,616 						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.3	<p>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,</p>	Ongoing	Yes	LCFF 158,639 Other State 84,177	LCFF 800 Other State 2291 Federal 21,993	\$267,900.00	<p>\$132,585.41</p> <p>Magnolia Science Academy 6 has developed intervention throughout the regular school day in order to assist students who are in need of extra help. Data points throughout the year (MAP, IAB, formative/summative tests...etc) helps us with the development and implementation of enrichment classes. This year, we have also included absences as a reason to include students into the enrichment classes as well. Teachers and teacher aides are also co-teaching this year to reduce the teacher to student ratio in some cases to assist the students more closely.</p> <p>We have currently spend around half of the money that was budgeted for this goal/action.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Accelerated Reader, Lexercise, ST Math, Standards Plus, Quizizz, Padlet, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, Listenwise, Grammarly, Cambium Learning, ABC Mouse, Learning A-Z, Cityspan, Flocabulary, Alexandria Library, Nearpod, Newsela, and myON.)</p>						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Evidence-based supplemental intervention/enrichment program fees (for the programs listed in the expenditures description above such as myON, Quizizz, BrainPOP): Resource: Title I, Part A; Amount: \$16,993 Evidence-based supplemental intervention/enrichment program fees (IXL): Resource: Title IV, Part A; Amount: \$5,000 						
2.4	<p>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</p>	Ongoing	Yes	LCFF 89,107 Federal 4,705		\$93,812.00	\$46,759.50 Magnolia Science Academy 6 has given an additional duty to our ELA teacher, who will lead the discussion regarding students who are ELL. Our ELD coordinator, will focus on strategies on how to help students learn English the best

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and the CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward</p>						<p>and fastest way possible. Throughout the year, there is a dedicated ELD class that helps students who are specifically in ELD and also will be giving updates to the rest of the teachers on how we would like to help our students in the general education classes. Professional development is also given throughout the year from our EL Coach from the district office. Towards the end of the school year, summative tests, the ELPAC, is given to all of our ELL students.</p> <p>We have currently spent a little less than half of the money budgeted for this goal and action.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>reclassification. This notification will include but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> EL Coordinator salary and benefits: Resource: Title I, Part A; Amount: \$4,705 						
2.5	<p>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</p>	Ongoing	No	Other State 77,386	Other State 76,500 Federal 9,290	\$163,176.00	\$49,495.48 Magnolia Science Academy 6 has hired an RSP teacher this year. The RSP teacher is in charge of coordinating all of our meeting with the families, making sure that we are on track with services from any outside company (Eluma, Ed Logical, Cross country...etc)

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries</p>						<p>and to update staff on what services are and for who. The RSP teacher is also coordinating with other staff members to help with giving services to SWD. The RSP teacher is also inputting all information from the services and the IEP meetings on Welligent.</p> <p>We have spent a third of the money as of 2/15/22.</p>

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	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 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.

Rationale

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.

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
7	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 2/14/22) 1%	2023-24: 10%
7	Percentage of students in the current graduating class who	2020-21: (As of 4/16/21) 100%	2021-22: (Projected As of 2/14/22)	2023-24: 100%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	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)		100%	
8	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: (Projected As of 12/17/21) 100%	2023-24: 100%

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	<p>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.</p> <p>Expenditures associated with this action include the following: college/career-related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds:N/A</p>	Ongoing	Yes				<p>\$0.00</p> <p>MSA6 hasn't spent any money on the items defined in the description of this action.</p>
3.2	<p>STEAM and GATE programs Charter School will offer STEAM and GATE</p>	Ongoing	Yes				\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>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.</p>						MSA6 hasn't spent any money on the items defined in the description of this action.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Expenditures associated with this action include the following: supplemental science program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
3.3	<p>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</p>	Ongoing	Yes		Federal 2,000	\$2,000.00	<p>\$246.00</p> <p>At Magnolia Science Academy 6, the only program that we have bought is Pear Deck. This program is a way to get more students engaged and participatory. This program helps students answer questions about the curriculum in an anonymous way so that students are able to feel less pressured as they answer. However, the teacher can see which answers is correlated to students. This is very helpful for questions that are pertaining to student's well-being.</p> <p>Currently, we have spent very little money on this action/goal. We have spent around 15%.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report									
	<p>citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.</p> <p>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Digital literacy and citizenship program fees (Pear Deck): Resource: Title IV, Part A; Amount: \$2,000 							3.4	<p>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</p>	Ongoing	Yes	Federal	119,105	Federal	1,000	\$120,105.00	\$59,828.06	<p>At Magnolia Science Academy 6, we value physical education, activity, and fitness for all students and staff members. We have hired a new PE teacher this year, who teaches all grade levels. In his class, he goes over the physical</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals, or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Physical activity, fitness, and 						<p>fitness, as well as mental fitness/health, and Life Skills. Most importantly, we are always striving to have students learn new skills and traditional sports skills in order to have them become life long active lifestyle. Every year, we administer the physical fitness gram in order to see how our students are doing with the 6 basic</p> <p>We are have currently used about half of our funding for this goal/action.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	equipment expenses: Resource: Title IV, Part A; Amount: \$1,000						
3.5	<p>Additional programs and activities that support well-rounded education</p> <p>In an effort to provide a well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline, and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after-school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts,</p>	Ongoing	Yes		LCFF 1,000 Federal 2,000	\$3,000.00	<p>\$1,650.00</p> <p>At Magnolia Science Academy 6 we offer after-school programs. During the after-school programs, we have tutoring and fun clubs. During tutoring, students are able to come to our classes to get assistance for their homework or for anything else that they want to work on. During the same time, we also have fun clubs like journalism, sports club, and STEAM team. We will keep continuing to offer this service in order to give students a more holistic education.</p> <p>We have currently spent a little more than half of the funding for this goal/action.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>community service, and others.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support a well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Afterschool/Club (Arts and music) expenses: Resource: Title IV, Part A; Amount: \$2,000 						

Goal 4

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

Rationale

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.

Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
3	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 2/14/22) 4	2023-24: 4
3	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 2/14/22) 2 (Need to update the lcap goal tracker)	2023-24: 4
3	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 12/17/21) 8	2023-24: 14
3	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 2/14/22) 12	2023-24: 4
3	Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: (As of 2/14/22) 2	2023-24: 4
3	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 12/17/21) 23.8% NEED TO DOUBLE CHECK	2023-24: 25.0%
5	Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 96.48	2021-22: (P-1 ADA) 93.04%	2023-24: 97.00%
5	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 9.1%	2021-22: (As of 12/17/21) 27.4%	2023-24: 9.0%
5	Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%	2021-22: (As of 12/17/21) 0.0%	2023-24: 0.0%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
6	Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 12/17/21) 0.0%	2023-24: 0.0%
6	Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 12/17/21) 0.00%	2023-24: 0.00%
6	School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 99.4% Families: 88.7% Staff: 100.0%	The survey will be administered in the spring, hence the data is not available yet. The following are the target participation rates for 2021-22: Students: n/a% Families: n/a% Staff: n/a%	2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%
6	School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 79% Families: 99% Staff: 93%	The survey will be administered in the spring, hence the data is not available yet. The following are the target average approval rates for 2021-22: Students: n/a% Families: n/a% Staff: n/a%	2023-24: Students: 80% Families: 95% Staff: 90%
6	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 and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.1	Seeking family input for decision making Charter School will hold periodic meetings to gather input from our families. Information/input sessions	Ongoing	Yes				\$0.00 MSA6 hasn't spent any money on the items defined in the

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities, and budgets, UCP, parent involvement policy, and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting</p>						description of this action.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>expenses and Document Tracking Services (DTS) fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
4.2	<p>Building partnerships with families for student outcomes</p> <p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop-off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student</p>	Ongoing		<p>Other State 3,000</p> <p>Federal 103,129</p>	LCFF 8,240	\$114,369.00	<p>\$62,855.07</p> <p>Magnolia Science Academy 6 has been actively engaging our parents to become a part of our school in every aspect. To date, we have had a Parent orientation, Back to school night, and parent conferences. We have also made sure that we welcome all of our students before school and after school. We have also had two ELAC meetings to date, even though we do not have 21 ELD students. We have also had done 5 PTF meetings, 5 Coffee with the Principals, and 5 SSC meetings to date. During these meetings we update all of our families on what schools are doing with finance, health and safety, academics, and more. Furthermore, to help bridge the families and</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p> <p>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, Dean of Culture salary and benefits, and Office</p>						<p>the school, we use an application called Parentsquare. This is a messaging system where we can send individual or group messages to families and this doubles as a posting platform for general information that we want everyone to know about.</p> <p>We have currently spent a little more than half of our budgeted amount to date.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<p>Manager/Administrative assistant salaries and benefits.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Stipends for home visits: Resource: Title I, Part A; Amount: \$2,000 								
4.3	<p>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</p>	Ongoing	Yes	LCFF	1,500	LCFF 7,406 Federal 1,000	\$9,906.00	\$2,598.00 Magnolia Science Academy 6 does it's best to support our students with PBIS and SEL support throughout the school year. Every year, we take two surveys from Panorama Surveys. This survey asks students questions about their mental and physical health, along with how they feel about the school, their teachers, and anything else that relates to school. This survey is done at the beginning of the school year and at the end of the school year. Staff is also asked to do the survey in regards to the facility, colleagues, administration, and more. Lastly, families	

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>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,</p>						<p>also have a set of questions that they need to answer as well. This helps the school make any improvements that are needed.</p> <p>We also have quarterly awards and end of the semester recognition as well. This is to recognize our students for being outstanding students.</p> <p>We also have had multiple events, Hispanic Heritage month, Field days, Black history month, holiday spirit, Costume day and more...to create fun activities and to give students a sense of belonging as well.</p> <p>We have currently used about 1/3 of our money in this goal/action.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify the greatest progress, and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Additional services for homeless students: Resource: Title I, Part A; Amount: \$1,000 						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.4	<p>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.</p> <p>Expenditures associated</p>	Ongoing	Yes		LCFF 1,000	\$1,000.00	<p>\$500.00</p> <p>Every year, Magnolia Science Academy 6, we take two surveys from Panorama Surveys. This survey asks students questions about their mental and physical health, along with how they feel about the school, their teachers, and anything else that relates to school. This survey is done at the beginning of the school year and at the end of the school year. Staff is also asked to do the survey in regards to the facility, colleagues, administration, and more. Lastly, families also have a set of questions that they need to answer as well. This helps the school make any improvements that are needed.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Panorama Education survey fees: Resource: Title I, Part A; Amount: \$1,000 						
4.5	<p>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</p>	Ongoing	Yes		LCFF 2,500	\$2,500.00	<p>\$5,250.00</p> <p>The Magnolia Science Academy 6 leadership, along with the new PACE coordinator, has been looking into the new neighborhood and the local businesses to establish relationships. We have been going out to the community also distribute flyers to the community establish a presence. We also have been working on establishing a digital presence as well, with posting events that are going on at our school and having virtual open house events.</p> <p>We have spent more than the budgeted amount for this by \$2500. However, I</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						<p>believe we do need to continue to push our marketing efforts in order to help with our presence in this community.</p>

2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy 7	Meagan Wittek Principal	mwwittek@magnoliapublicschools.org (818) 886-0585

Goal 1

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

Rationale

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.

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
1	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
1	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2020-21: 0%	2021-22: 0%	2023-24: 0%
1	Number of identified instances where facilities do not meet the	2020-21: 1	2021-22: 0	2022-23: 0

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	“good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)			
6	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%
6	Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 98.0%	2021-22: (As of 12/17/21) 94.4%	2023-24: 97.0%

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
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	Ongoing	No		LCFF 19,500	\$19,500.00	\$ 80,500.00 We started this school year with the resignation or two full time teachers which resulted in the need for recruitment through Paycom, Indeed and Edjoin. We filled one of the positions in October 2021 and still have not filled the second position therefore some of the funding allocated for hiring has not been used as of yet. We will work with the HR department and credential specialist to ensure all employees are on the right track with their programs and certifications and provided the credentialing support

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	<p>documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						<p>they require as needed. Retirement service fees are also covered through this funding source.</p> <p>The large difference between the budgeted amount (\$19,500) and the mid-year actual amount (\$80,500) is due to the one time use funds we have received that were not part of the original budget. Some of this additional funding will be used to cover retention bonuses for current staff members.</p>
1.2	<p>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,</p>	Ongoing	No	Federal 67,704	LCFF 132,100 Other State 10,000	\$209,804.00	<p>\$ 123,301.78</p> <p>All required and necessary textbooks for this school year were purchased from McGraw Hill. This included consumable workbooks for all</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p> <p>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom,</p>						<p>grade levels and subject areas as well as a class set of 5th grade science materials and curriculum. In addition to the adopted curriculum items, teachers were given an opportunity to order class sets of novels to support ELA instruction as well as any other instructional items they would need for the year. Each month staff are able to submit requests for orders for office and classroom materials and supplies as needed. This year we also budgeted for a shared IT Manager position with MSA-2. We had this position from August to December then the employee resigned and the position has been vacant since. In regard to technology, we ordered more chromebooks, a chromebook cart for every classroom, more projectors and document cameras. We also budgeted for flat screen panels to replace the projectors but we have not purchases them yet and that is why there is still funding</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: N/A						available. We have spent about half of the budgeted amount and are on target for the remainder of the year.		
1.3	<p>Clean and safe facilities that support learning</p> <p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop</p>	Ongoing	No	LCFF 90,741 Federal 41,029	LCFF 190,000 Other State 210,000 Federal 50,551	\$582,321.00	\$ 303,203.06 Funding budgeted for this area have been used on planned expenditures. In response to the COVID-19 pandemic, we have increased our custodial staff and supplies. We now have two full time custodians and one evening part time custodian. Additional cleaning and PPE supplies have been purchased to help keep the students and staff safe and the campus maintained. We have also budgeted for a school nurse through a third party company to assist with COVID-19 protocols, testing and other health related services. Each month the nurse and custodians work together to complete an inventory of cleaning and PPE supplies and submit		

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	<p>and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						<p>an order for items as needed. This funding is also used for maintenance and repairs as needed and has included upgrades and regular service for the HVAC system, new classroom doors installed, floor tiles replaced in the classrooms, and other regular maintenance as needed. We are also getting ready to install shading in the playground area. We have spent about half of the budgeted amount and are on target for the remainder of the year.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.4	<p>Healthy and nutritious meals</p> <p>Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	Ongoing	Yes		LCFF 11,000	\$11,000.00	<p>\$ 5,500.00</p> <p>Funds from this resource have been used to over the cost to provide water to all students and staff through a third party water delivery system. We have had a contract with them in the past for the office, cafeteria, and staff lounge. However, upon our return to in person learning we increased the contract to include water dispensers, jugs and disposable cups in every classroom to address health and safety protocols. We closed the water fountains and this was our solution for providing them access to clean drinking water. The additional funding in this category is for any food items needed for student events. We have spent about half of the budgeted amount and are on target for the remainder of the year.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.5	<p>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.</p> <p>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</p>	Ongoing	No		LCFF 495,371	\$495,371.00	<p>\$ 218,183.74</p> <p>These funds are used for Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses such as Adaptive Insights and DataWorks. Home office staff support school admin and staff with important reports and tasks, provide instructional coaching for teachers and Magnolia-wide PD. During the COVID-19 pandemic they have assisted with health and safety items, worked on school sites to fill staffing gaps, and supported in any other way needed. The other expenses in this category support the overall operations of our schools and CMO. We have spent about half of the budgeted amount and are on target for the remainder of the year.</p>

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: N/A						

Goal 2

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

Rationale

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.

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
7	Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	2020-21: 90%	2021-22: (As of 12/17/21) 90%	2023-24: 100%
7	Percentage of students who have sufficient access to all	2020-21: 100%	2021-22: (As of 12/17/21) 100%	2023-24: 100%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)			
2	Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 12/17/21) 100%	2023-24: 100%
2	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 2/9/22) 26%	2023-24: 100%
8	Percentage of students who have received a grade of “C” or better (or performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)	2020-21: (First semester) 63%	2020-21: (Second semester) 60%	2023-24: 80%
8	Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 63.0	2021-22: (As of 12/17/21) 20.0	2023-24: 75.0
4	Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 44.54% English Learners: 0.00% Socioeconomically Disadvantaged: 37.50% Students with Disabilities: 25.00% 	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	2022-23: <ul style="list-style-type: none"> All Students: 51.00% English Learners: 10.00% Socioeconomically Disadvantaged: 44.00% Students with Disabilities: 35.00%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<ul style="list-style-type: none"> • Hispanic: 34.57% • White: 85.71% 	<p>Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Fall 2021 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> • All Students: 33% <p>IAB ELA Level 3 and 4 Projection (12/17/21):</p> <ul style="list-style-type: none"> • All Students: 40.74% 	<ul style="list-style-type: none"> • Hispanic: 41.00% • White: 87.00%
4	Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	<p>2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> • All Students: 7.7 points below standard • English Learners: 24.1 points below standard • Socioeconomically Disadvantaged: 21.7 points below standard • Students with Disabilities: 50.8 points below standard • Hispanic: 24.5 points below standard • White: 62.9 points above standard 	<p>CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2020 to Fall 2021.</p> <p>Fall 2020 to Fall 2021 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> • All Students: 33% • English Learners: 33.3% • Students with Disabilities: 30.8% 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> • All Students: 1.0 point below standard • English Learners: 16.0 points below standard • Socioeconomically Disadvantaged: 13.0 points below standard • Students with Disabilities: 40.0 points below standard • Hispanic: 16.0 points below standard • White: 64.0 points above standard

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> All Students: 36.6% English Learners: 28.3% Socioeconomically Disadvantaged: 33.9% Students with Disabilities: 47.4% Asian: 38.9% Hispanic: 33.9% White: 50.0% 	The Measures of Academic Progress (MAP)-Reading assessment was implemented in Fall 2021 and will be implemented again in Spring 2021 to measure growth from fall to spring. In the interim, we will use the fall to fall data. Fall 2020 to Fall 2021 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 45.6% 	2023-24: <ul style="list-style-type: none"> All Students: 60.0% English Learners: 60.0% Socioeconomically Disadvantaged: 60.0% Students with Disabilities: 60.0% Asian: 60.0% Hispanic: 60.0% White: 60.0%
4	Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> 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. Fall 2021 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: <ul style="list-style-type: none"> All Students: 20.1% IAB Math Level 3 and 4 Projection (12/17/21):	2022-23: <ul style="list-style-type: none"> All Students: 38.00% English Learners: 13.00% Socioeconomically Disadvantaged: 32.50% Students with Disabilities: 35.00% Hispanic: 32.00% White: 59.00%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			<ul style="list-style-type: none"> All Students: 27.44% 	
4	Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> All Students: 32.1 points below standard English Learners: 54.7 points below standard Socioeconomically Disadvantaged: 43.8 points below standard Students with Disabilities: 58.5 points below standard Hispanic: 45.8 points below standard White: 3.9 points above standard 	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 growth projections from Fall 2020 to Fall 2021. Fall 2020 to Fall 2021 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 20.1% English Learners: 10.8% Students with Disabilities: 7.7% 	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 24.0 points below standard English Learners: 47.0 points below standard Socioeconomically Disadvantaged: 37.0 points below standard Students with Disabilities: 50.0 points below standard Hispanic: 38.0 points below standard White: 9.0 points above standard
4	Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> All Students: 23.3% English Learners: 6.4% Socioeconomically Disadvantaged: 20.5% Students with Disabilities: 9.5% Asian: 33.3% Hispanic: 18.3% White: 33.3% 	The Measures of Academic Progress (MAP)-Mathematics assessment was implemented in Fall 2021 and will be implemented again in Spring 2021 to measure growth from fall to spring. In the interim, we will use the fall to fall data. Fall 2020 to Fall 2021 MAP Mathematics - Percent Met Growth Projection:	2023-24: <ul style="list-style-type: none"> All Students: 60.0% English Learners: 60.0% Socioeconomically Disadvantaged: 60.0% Students with Disabilities: 60.0% Asian: 60.0% Hispanic: 60.0% White: 60.0%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			<ul style="list-style-type: none"> All Students: 28.4% 	
4	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%	<p>2021 Dashboard ELPI data is not available. The following are the 2021 summative ELPAC results by level.</p> <p>2021 ELPAC Percentage of Students at Each Performance Level:</p> <ul style="list-style-type: none"> Level 4: 9% Level 3: 42% Level 2: 34% Level 1: 15% 	2022-23: (2023 Dashboard) 49.0%
4	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 1.1%	<p>2021-22 RFEP data is not available. The following is the 2021 summative ELPAC percentage for the Level 4 performance level.</p> <p>2021 ELPAC Percentage of Students Level 4: 9%</p>	2023-24: 15.0%
4	Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> All Students: 40.00% English Learners: 15.00% Socioeconomically Disadvantaged: 30.00% Hispanic: 33.00%

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	<p>Broad course of study and standards-based curriculum</p> <p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and</p>	Ongoing	No	LCFF 1,126,198 Other State 35,292	LCFF 35,000	\$1,196,490.00	<p>\$ 635,687.24</p> <p>This year has presented some challenges with staffing and we had one teacher position vacant from August-October and the other remains vacant since August. These vacancies were filled with substitutes so funding that was budgeted for teacher salaries and benefits were not used but more funding needed to be allocated for substitute teacher expenses. There's also been a higher need for day to day substitutes to cover classes for teachers who missed due to COVID-19 health and safety protocols. We have spent a little more than half of the budget funding for this point in the year due to the unexpected high level of expenses for substitutes.</p>

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	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,	Ongoing	Yes		LCFF 9,000 Other State 7,500 Federal 11,741	\$28,241.00	\$ 14,480.50 The funding budgeted for this item includes professional development, tuition reimbursement and the fees for our staff evaluation system, Teachboost. We did hire multiple teachers this year who require tuition reimbursement support with credentialing expenses as well as supporting other staff members with their continued professional growth: <ul style="list-style-type: none"> • Two teachers from out of state who need to take courses to acquire their CLAD • Two teachers who are working on clearing their

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Tuition reimbursement for professional development: Resource: Title II Amount: \$11,741 						<p>credential through an induction program</p> <ul style="list-style-type: none"> • One teacher who is in an intern program completing their SPED credential • One administrator or completing their Admin Credential and Masters program <p>Some of these programs will be completed at the end of the Spring semester and some next year so not all of the budgeted funding will be used this school year. We will continue to budget to support these teachers as they continue their professional growth.</p>

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
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	Ongoing	Yes	LCFF	266,271	LCFF	2,500	\$506,704.00	\$ 261,163.23 Funding for this category is used to support student learning through enrichment, intervention and other means. A portion of the funding is used to pay the annual salaries of a few staff members who directly with supporting certain groups of students. The other part of the funding is used to pay the expenses for programs that engage and support student learning such as Accelerated Reader and IXL, assessment systems such as NWEA, and supplemental curriculum program such as Mystery Science. These funds also cover stipends and expenses for Saturday School, Summer School, and after school STEAM clubs. All of these programs and staff members help to ensure that our students are being provided with an enriching academic experience in a safe and supportive environment. We have used about half of the
				Other State	98,839	Other State	25,236		
				Federal	97,158	Federal	16,700		

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees and evidence-based supplemental intervention/enrichment program fees (IXL, Accelerated Reader, Standards Plus, Quizizz, BrainPOP, NextGen Math, Spelling City, Seesaw, Cambium Learning, Learning A-Z, Alexandria Library, Mystery Science and myON.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Certificated Admins: Resource: Title 						<p>budgeted funds and are on track to use most of them. We did start our Saturday School program later than anticipated so less money may be used on that program than was budgeted.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	I; Amount: \$12,700 <ul style="list-style-type: none"> • Instructional Aide salary and benefits: Resource: Title I; Amount: \$30,732 • Benefits: Resource: Title I; Amount: \$17,798 • Educational Software: Resource: Title I; Amount: \$16,700 						
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	Ongoing	Yes	LCFF	103,411	\$103,411.00	\$ 51,487.03 The funding in this category is used to cover the salary and benefits for our full time ELD Coordinator as well as our one full time ELD aide and one part time ELD aide. Our English Learner subgroup is about 1/3 of our student population. With this many students needing EL services and support in addition the learning loss experienced this past school year and our low RFEP rates, we knew it was necessary to add additional staff members to the ELD

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: EL coordinator</p>						<p>team. We have used about half of the budgeted funds and are on track to use most of them.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
2.5	<p>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</p>	Ongoing	No	<p>Other State 366,478 Federal 47,006</p>	<p>Other State 56,255 Federal 33,745</p>	\$503,484.00	<p>\$ 253,758.67</p> <p>The funding in this category is used to cover the salary and benefits of our SPED Coordinator and other SPED team members. This includes:</p> <ul style="list-style-type: none"> • One FT SPED Coordinator /RSP Teacher • One FT RSP Teacher • Three FT SPED paraprofessionals • One full time psychologist <p>This funding is also used to cover the costs of SPED services that outsourced through a third party vendor. These include:</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						<ul style="list-style-type: none"> • Speech therapy services • Occupational Therapy • Adaptive PE <p>As well as the cost to order all assessment materials for initial and triannual IEP testing This funding is also used to purchase technology items to be used in the Learning Center and to support students in accessing their general education curriculum. For example, we have a non-verbal student who uses an Ipad and software to help her communicate her needs. There have been some changes and updates to this funding since originally budgeted. They are outlined below:</p> <ul style="list-style-type: none"> • PT school psychologist resigned in August and we were unable to fill the position until just recently. Therefore the funding budgeted for their salary and

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>benefits wasn't used but more funding was needed to cover the outsourced psych services.</p> <ul style="list-style-type: none"> • Due to the high demand of mental health and SEL needs of our students, we changed the psych position from PT to FT upon hiring the new person in February 2022 • One of the SPED paraprofessionals is on maternity leave from Jan. to June 2022 so a long-term sub had to be put into that position • The number of assessment materials purchased

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>has been higher than normal due to an increase in initial assessments that had been put on hold during the 2020-21 school year while we were remote.</p> <p>We have used about half of the budgeted funds and are on track to use most of them.</p>

Goal 3

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

Rationale

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.

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
7	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or	2020-21: (As of 4/16/21) 0%	2021-22: (As of 2/9/22) 3%	2023-24: 5%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Advanced Math club (Source: Local Indicator Priority 7, SIS)			
7	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%	2021-22: (Projected As of 12/17/21) 100%	2023-24: 100%
8	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: (Projected As of 12/17/21) 100%	2023-24: 100%

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	<p>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.</p> <p>Expenditures associated with this action include the following: college/career related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	Ongoing	Yes				<p>\$0.00</p> <p>MSA7 did not spend any money on the college and career related materials and activities identified in this section.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses		Total Funds	Mid-Year Report
3.2	<p>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.</p>	Ongoing	Yes		Federal	1,200	\$1,200.00	<p>\$ 600.00</p> <p>These allocated funds are used to purchase supplies and resources for our STEAM programs which include:</p> <ul style="list-style-type: none"> • Schoolwide STEAM challenges • STEAM after school clubs • Supplies for STEAM Expo projects <p>In addition, these funds are also used for supplies and resources for our GATE programs which we are starting this month. We have used about half of the budgeted funds and are on track to use most of them.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Learners will be challenged to investigate, use problem-based learning, and research.</p> <p>Expenditures associated with this action include the following: supplemental science program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Educational Software - Resource: Title I; Amount: \$1,200 						
3.3	<p>Digital literacy and citizenship programs</p> <p>Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and</p>	Ongoing	Yes	LCFF	76,906	\$76,906.00	<p>\$ 42,998.63</p> <p>Funds for this section are used to cover the salary and benefits for our computer teacher. Our computer teacher leads computers classes for all students TK-5th once a week in addition to serving as our school's testing coordinator for MAP and SBAC testing. She creates the scheduled, ensures the computers are ready and leads the testing sessions. In addition to these responsibilities, she has been filling in as our IT Manager since</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.</p> <p>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						<p>ours resigned in December. Another expense covered by these funds are some of our educational software programs. We have used a little over half of the budgeted funds and are on track to use the rest of them.</p>
3.4	<p>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</p>	Ongoing	Yes	LCFF 90,934	LCFF 2,000	\$92,934.00	<p>\$ 49,298.54</p> <p>Funds for this category are used to cover the salary and benefits for our PE teacher. Our PE teacher leads PE classes for all students TK-5th once a week in addition to serving as our supervision lead</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						<p>for recess and lunch, supporting our Teacher Aides, and serving as our PBIS Coach helping to implement all PBIS programs and supports for the students. Supplies for PE class are also purchased using these funds. This year we added a sports club and a yoga club for the students so items needed for those were purchased through these funds as well. We have used about half of the budgeted funds and are on track to use most of them.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.5	<p>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.</p> <p>Expenditures associated with this action include the following: teacher salaries</p>	Ongoing	Yes		LCFF 10,200 Other State 189,559	\$199,759.00	\$ 113,741.50 Our school has used these funds this year to cover the cost of additional programs and supplies to support our students. This includes our after school program. This program is ran through a third party company called arc. We use our ASES grant to cover the costs of this program. Additionally this year we used some of our ELOG funding to cover extra hours for the program to begin earlier on Wednesdays since all Wednesdays are minimum days for teacher PD. The program operates from 2:30-6:00 (12:30-6:00 on Wednesdays) and provides homework help, tutoring, clubs, sports, art, and more. They currently provide these services for 120 of our students and there's a waitlist for more. Funds from this source are also used to purchase art and music supplies and cover costs of field trips but we haven't

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	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						ben taking any due to the pandemic. We have used a little more than half of the budgeted funds and are on track to use all of them.

Goal 4

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

Rationale

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.

Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
3	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 2/9/22) 2	2023-24: 4
3	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 2/9/22) 3	2023-24: 4
3	Number of Parent Advisory Committee (PAC) meetings per	2020-21: (As of 5/16/21) 10	2021-22: (As of 2/9/22) 6	2023-24: 7

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	year (Source: Local Indicator Priority 3)			
3	Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 15	2021-22: (As of 2/9/22) 7	2023-24: 10
3	Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: (As of 12/17/21) 2	2023-24: 4
3	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 12/17/21) 5.1%	2023-24: 20%
5	Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 97.09%	2021-22: (P-1 ADA) 91.62%	2023-24: 97.00%
5	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 7.8%	2021-22: (As of 12/17/21) 22.6%	2023-24: 9.0%
6	Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 12/17/21) 0.0%	2023-24: 0.0%
6	Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 12/17/21) 0.00%	2023-24: 0.00%
6	School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 92.3% Families: 65.4% Staff: 100.0%	The survey will be administered in the spring, hence the data is not available yet. The following are the target participation rates for 2021-22: Students: 95.0% Families: 90.0% Staff: 100.0%	2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
6	School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 81% Families: 99% Staff: 97%	The survey will be administered in the spring, hence the data is not available yet. The following are the target average approval rates for 2021-22: Students: 73% Families: 95% Staff: 90%	2023-24: Students: 80% Families: 100% Staff: 95%
6	Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 87%	2021-22: (Spring 2021 to Fall 2021) 88%	2023-24: (Spring 2023 to Fall 2023) 90%

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.1	<p>Seeking family input for decision making</p> <p>Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners,</p>	Ongoing	Yes				<p>\$0.00</p> <p>MSA7 did not spend any money on the parent meeting expenses and Document Tracking Services (DTS) fees identified in this section.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
4.2	<p>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</p>	Ongoing	Yes	<p>LCFF 100,704 Other State 3,420 Federal 18,909</p>	<p>LCFF 14,858 Federal 1,500</p>	\$139,391.00	<p>\$ 71,473.14</p> <p>This funding is used primarily to build partnerships with families in order to help our students be more successful. We use this funding to</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>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</p>						<p>cover the costs of our student information system, Infinite Campus, our parent communication portal, Parent Square, and School Mint where families can apply to our school and we can communicate with them regarding all steps of enrollment. Also under this funding source is the salary and benefits for our office manager who is the main contact with our families. Many of the items they need and use for this such as postage and other office expenses are covered here too. We have used about half of the budgeted funds and are on track to use most of them.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<p>understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p> <p>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Professional Services: Resource: Title I, Part A; Amount: \$1,500 								
4.3	<p>MTSS - PBIS and SEL support Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families.</p>	Ongoing	Yes	LCFF 50,919 Federal \$10,109	LCFF 8,964 Federal 3,000	\$72,992.00	\$ 36,063.85	This funding source is used to pay the salary and benefits of on of the office staff members. We were	

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>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</p>						<p>also able to pay for every student to receive one uniform set this school year. In addition, we prioritized student behavior and SEL as we returned to in-person learning and planned actions for this goal have been implemented. Actions include:</p> <ul style="list-style-type: none"> • Participation in PBIS Training with LACOE for the 2020-2021 and 2021-22 school years. -SEL Support for Students & Families • Zones of Regulations Curriculum to help support students in identifying and regulating their emotions and feelings. • Teachers have also started using a variety of programs, websites,

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Office/attendance clerk salaries and benefits, school uniform fees, PD on classroom management,</p>						<p>and activities to implement SEL lessons such as, Class Dojo, mindfulness , SEL videos and activities on topics such as cooperation and how to respectfully disagree with someone</p> <ul style="list-style-type: none"> • Mental Health & Wellness for stakeholders • We provide counseling through the Mitchel & Family Clinic at no cost to the families and a minimal cost to us • We partnered with Care Solace and are able to conduct "warm handoffs" so families can access

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Additional services for homeless students: Resource: Title I, Part A; Amount: \$3,000 • Certificated Pupil Support Salaries and Benefits; School Psychologist: Resource: Title IV, Part A ESEA; Amount: \$10,109 						<p>resources through them</p> <ul style="list-style-type: none"> • Parent Resources and Support • Latino Literacy Program <p>We have used about half of the budgeted funds and are on track to use most of them.</p>
4.4	<p>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</p>	Ongoing	Yes		LCFF 1,500	\$1,500.00	\$ 750.00 The funding budgeted under this goal are used to cover the expenses for Panorama Education which is the company that creates, delivers and disaggregates the data from our Educational Partner surveys annually. Surveys are given to students, staff, and

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						<p>families each spring to help inform planning, budget development and LCAP development for the following school year. We also use this program to administer mental health and wellness surveys in the fall. We have used about half of the budgeted funds and are on track to use most of them.</p>
4.5	<p>Community outreach and partnerships Charter School will establish community, business, institutional and civic partnerships that invest in and support the</p>	Ongoing	Yes		LCFF 10,500	\$10,500.00	<p>\$ 7,250.00</p> <p>Expenses covered with the funds budgeted here include our membership fees for CCSA, WASC, and</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						<p>the City of LA for our fire permit. Marketing items are also funded here and help us with enrollment and recruitment of students as well as items for our participation in community events allowing us to build partnerships. With the hiring of a full time PACE Coordinator this year, there is a higher need for these items as she participates in more events. We have used a little more than half of the budgeted funds and are on track to use most of them.</p>



2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

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

Goal 1

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

Rationale

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.

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
1	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
1	Percentage of students without access to their own copies of standards-aligned instructional	2020-21: 0%	2021-22: 0%	2023-24: 0%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	materials for use at school and at home (Source: Local Indicator Priority 1)			
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
6	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%
6	Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 98.0%	2021-22: (As of 12/17/21) 95.5%	2023-24: 97.0%

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
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	Ongoing	No		LCFF 20,500	\$20,500.00	\$109,500.00 The school hired a multiple subject teacher in place of the STEAM teacher, due to the limited Math credential teacher that is required to teach a STEAM class. The Power math/English teacher started in September. However, due to the amount of intervention that is required post-pandemic, we started a power math/Ela intervention class for 6th graders. We had a

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						6th grade English teach vacancy at the start of the year and we were able to fill this position in mind August. By September, both position were filled and we had no vacancies.
1.2	Instructional materials and technology	Ongoing	No	LCFF 98,125	LCFF 231,388	\$363,310.00	\$209,039.19

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p> <p>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other</p>				<p>Other State 23,797 Federal 10,000</p>		<p>All associated technology was purchased and received to continue to enrich our classroom and instructional materials. All devices and associated hot spots, chrome books, programs, and materials were distributed to classrooms, teachers, and students. Curriculum alignment and use of instructional materials, programs, and resources are reviewed on an ongoing basis, using data to inform next steps and implementation.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<p>technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>								
1.3	<p>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</p>	Ongoing	No	LCFF Federal	45,000 36,848	LCFF	463,000	\$544,848.00	<p>\$258,227.97</p> <p>Classrooms and staff offices have air purifiers, and maintained with functioning HAV system. Entrances to main facilities as well as each classroom are supplied with PPE materials (disinfecting wipes, hand sanitizer, extra masks to provide to students as needed). Custodial staff disinfects the entrances 2-3 times a day as well as spray each classroom and building with EPA Approved disinfectant spray. Unfortunately, we were unable to hire a nurse and that has been a challenge this year, so far.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>and/or outsourced. As a STEAM focused school we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.)</p>						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	The following expenditures will be funded by federal Title funds: N/A						
1.4	<p>Healthy and nutritious meals</p> <p>Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, and water.</p>	Ongoing	Yes		LCFF 124,000	\$124,000.00	\$62,000.00 The school works with LAUSD Food Services to provide our students with nutritious and delicious lunches, and provide them with a "to-go" breakfast for the following day. The Food services also provides our students with after school snacks on a daily basis. Students eat under a covered shaded area on clean tables, in an outdoors and well ventilated area.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	The following expenditures will be funded by federal Title funds: N/A						
1.5	<p>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.</p> <p>Expenditures associated with this action include the following: Home Office</p>	Ongoing	No		LCFF 877,325	\$877,325.00	\$442,150.20 The MPS Home office has been leading our school in monthly PLCs and department level collaborations at the org-wide level. As a result of the organized level of collaboration, the Data "Deep Dives" and IAB schedule that is aligned with the MPS district, have been more enriching and supported our school level intervention model. Data analysis is held regularly during Wednesday PD's, in addition to Pre and Post Analysis completed at the end of each IAB. Infinite Campus implementation and support was conducted by the MPS Home Office and the MSA Bell IT manager. The MPS Home office continues to lead the school in all elements of accountability and academics.

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal 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.

Rationale

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.

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
7	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 12/17/21) 100%	2023-24: 100%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	(Source: Local Indicator Priority 7, SIS)			
7	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 12/17/21) 100%	2023-24: 100%
2	Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 12/17/21) 100%	2023-24: 100%
2	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 12/17/21) 100%	2023-24: 100%
8	Percentage of students who have received a grade of “C” or better (or performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)	2020-21: (First semester) 68%	2020-21: (Second semester) 90%	2023-24: 80%
8	Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 120.7	2021-22: (As of 12/17/21) 79.5	2023-24: 125.0
4	Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> • All Students: 45.06% • English Learners: 6.67% 	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.	2022-23: <ul style="list-style-type: none"> • All Students: 48.00% • English Learners: 11.00%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<ul style="list-style-type: none"> • Socioeconomically Disadvantaged: 41.84% • Students with Disabilities: 14.29% • Hispanic: 44.20% • White: 31.71% 	<p>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.</p> <p>Fall 2021 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> • All Students: 41.75% <p>IAB ELA Level 3 and 4 Projection (12/17/21):</p> <ul style="list-style-type: none"> • All Students: 45% 	<ul style="list-style-type: none"> • Socioeconomically Disadvantaged: 48.00% • Students with Disabilities: 21.00% • Hispanic: 50.00% • White: 37.00%
4	Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	<p>2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> • All Students: 17.7 points below standard • English Learners: 70.7 points below standard • Socioeconomically Disadvantaged: 19.8 points below standard • Students with Disabilities: 88.3 points below standard • Homeless: 24.9 points below standard • Hispanic: 15.7 points below standard • White: 37.8 points above standard 	<p>CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)- Reading assessment to measure the percentage of students meeting their growth projections from Fall 2020 to Fall 2021.</p> <p>Fall 2020 to Fall 2021 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> • All Students: 57.0% 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> • All Students: 11.0 points below standard • English Learners: 64.0 points below standard • Socioeconomically Disadvantaged: 12.0 points below standard • Students with Disabilities: 77.0 points below standard • Homeless: 17.0 points below standard • Hispanic: 9.0 points below standard • White: 30.0 points above standard

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			<ul style="list-style-type: none"> English Learners: 50.0% Students with Disabilities: 66.2% 	
4	Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> All Students: 49.8% English Learners: 40.8% Socioeconomically Disadvantaged: 50.6% Students with Disabilities: 29.3% Hispanic: 50.5% White: 42.9% 	The Measures of Academic Progress (MAP)-Reading assessment was implemented in Fall 2021 and will be implemented again in Spring 2021 to measure growth from fall to spring. In the interim, we will use the fall to fall data. Fall 2020 to Fall 2021 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 57.0% 	2023-24: <ul style="list-style-type: none"> All Students: 65.0% English Learners: 65.0% Socioeconomically Disadvantaged: 65.0% Students with Disabilities: 65.0% Hispanic: 65.0% White: 65.0%
4	Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> 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. Fall 2021 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:	2022-23: <ul style="list-style-type: none"> All Students: 30.00% English Learners: 12.00% Socioeconomically Disadvantaged: 30.00% Students with Disabilities: 17.00% Hispanic: 30.00% White: 30.00%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			<ul style="list-style-type: none"> All Students: 16.86% <p>IAB Math Level 3 and 4 Projection (12/17/21):</p> <ul style="list-style-type: none"> All Students: 26% 	
4	Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	<p>2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> All Students: 74.0 points below standard English Learners: 127.0 points below standard Socioeconomically Disadvantaged: 73.8 points below standard Students with Disabilities: 142.9 points below standard Homeless: 53.0 points below standard Hispanic: 74.3 points below standard White: 73.4 points above standard 	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2020 to Fall 2021.</p> <p>Fall 2020 to Fall 2021 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 45.4% English Learners: 52.2% Students with Disabilities: 51.9% 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 68.0 points below standard English Learners: 110.0 points below standard Socioeconomically Disadvantaged: 68.0 points below standard Students with Disabilities: 115.0 points below standard Homeless: 47.0 points below standard Hispanic: 68.0 points below standard White: 68.0 points above standard
4	Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	<p>2020-21:</p> <ul style="list-style-type: none"> All Students: 48.5% English Learners: 57.1% Socioeconomically Disadvantaged: 47.2% Students with Disabilities: 42.5% 	<p>The Measures of Academic Progress (MAP)-Mathematics assessment was implemented in Fall 2021 and will be implemented again in Spring 2021 to measure growth from fall to spring. In the interim, we will use the fall to fall data.</p>	<p>2023-24:</p> <ul style="list-style-type: none"> All Students: 65.0% English Learners: 65.0% Socioeconomically Disadvantaged: 65.0% Students with Disabilities: 65.0%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<ul style="list-style-type: none"> Hispanic: 47.1% White: 65.7% 	Fall 2020 to Fall 2021 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 45.4% 	<ul style="list-style-type: none"> Hispanic: 65.0% White: 70.0%
4	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 2021 summative ELPAC results by level. 2021 ELPAC Percentage of Students at Each Performance Level: <ul style="list-style-type: none"> Level 4: 10.14% Level 3: 35.14% Level 3: 38.51% Level 1: 16.22% 	2022-23: (2023 Dashboard) 54.0%
4	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 2021 summative ELPAC percentage for the Level 4 performance level. 2021 ELPAC Percentage of Students Level 4: 10.14%	2023-24: 15.0%
4	Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 29.77% English Learners: 0.00% Socioeconomically Disadvantaged: 30.87% 	CAST assessments were waived during the 2019-20 and 2020-21 school years.	2022-23: <ul style="list-style-type: none"> All Students: 35.00% English Learners: 10.00% Socioeconomically Disadvantaged: 37.00%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<ul style="list-style-type: none"> Students with Disabilities: 4.55% Hispanic: 31.90% White: 7.69% 		<ul style="list-style-type: none"> Students with Disabilities: 11.00% Hispanic: 37.00% White: 14.00%

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	<p>Broad course of study and standards-based curriculum</p> <p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will</p>	Ongoing	No	<p>LCFF 1,033,837</p> <p>Other State 128,850</p> <p>Federal 141,396</p>	LCFF 30,000	\$1,334,083.00	<p>\$628,267.95</p> <p>MSA Bell is effectively utilizing MyOn and AR programs to support student literacy. The school also adopted IXL to support student numeracy and literacy. The school set up the master schedule to imbed intervention opportunities for literacy during Advisory, while supported by a grade level chair. Furthermore, the master schedule has an SDL (Student directed learning) block, which is used to support students that are struggling academically. We have increased the usage of PAPER tutoring company at all grade levels and will continue to promote it to be used during second semester. Furthermore, we are utilizing MAP testing,</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>be appropriately staffed to implement the school master schedule.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						<p>IABs to adjust instructional practices and accelerate learning. Our science team continues to use Summit to meet specific targeted grade level standards. Teachers have adopted their standards based lessons to the virtual platform, to continue to support students that are participating virtually on a daily basis, through our Independent Studies program. The school has had two vacancies (science and English) but the grade level chairs and Dean of Academics have been developing the lessons plans, grading, and supporting our long term substitute teachers.</p>
2.2	<p>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,</p>	Ongoing	Yes		<p>LCFF 38,884 Other State 4,500 Federal 18,384</p>	\$61,768.00	<p>\$29,634.00</p> <p>MPS offers high quality PD for all of our staff during the summer-in service and multiple times during the school year. The next MPS symposium will be on March 4th. Furthermore, the school leadership has received ample training in the new systems such as:</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the</p>						<p>Infinite campus, and in returning programs such as teach boost. Teach boost continues to be a very productive online platform that supports the school's goal of continuous teacher and leadership improvement.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Services & Other Operating Expenses - Professional Development: Resource: Title II, Part A; Amount: \$18,382 						
2.3	<p>MTSS - Academic enrichment, intervention, and student support</p> <p>Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality</p>	Ongoing	Yes	<p>LCFF 229,228</p> <p>Other State 53,486</p> <p>Federal 203,121</p>	<p>LCFF 20,712</p> <p>Other State 40,163</p> <p>Federal 11,788</p>	\$558,498.00	<p>\$281,697.25</p> <p>The school has continue to support and develop the three MTSS coordinators that work closely with the Dean of Students. The MTSS team was trained in leading restorative circles, through a program called "Social Talk Clubs." The training taught the MTSS coordinators to lead circles weekly with 8-10 students at risk in efforts to improve their social emotional well-being. Furthermore, the MTSS team is leading the efforts of Saturday School at</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I/ELD coordinator salary and benefits, instructional aide salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and</p>						least two times per month.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>evidence-based supplemental intervention/enrichment program fees (IXL, Accelerated Reader, Paper, BrainPOP, Cityspan, Newsela, and myON.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Educational Software: Resource: Title IV; Amount: \$11,788 						
2.4	<p>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</p>	Ongoing	Yes			\$0.00	<p>The school has an ELD teacher that works with the Dean of Academics, and SPED Coordinator to ensure that students are provided with the skills necessary to make academic growth.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: MPS ELD</p>						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Coordinator salary and benefits, EL instructional aide salary and benefits</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
2.5	<p>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</p>	Ongoing	No	<p>LCFF 250,304 Other State 733,464</p>	<p>Other State 10,000 Federal 50,313</p>	\$1,044,081.00	<p>\$480,380.88</p> <p>Students with disabilities 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</p> <p>Students with disabilities 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</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						<p>restrictive and most accessible learning environment. Students with disabilities dually identified as EL 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 work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs have and will continue to be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p>

Goal 3

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

Rationale

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.

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
7	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 12/17/21) 22%	2023-24: 20%
7	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%	2021-22: (Projected As of 12/17/21) 100%	2023-24: 100%
8	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: (Projected As of 12/17/21) 80%	2023-24: 100%

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	College/Career readiness programs and activities Charter School will promote a college-going culture through college visits,	Ongoing	Yes				NA The school will continue to hold the annual career day,

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>college/career days, and other college related activities.</p> <p>Expenditures associated with this action include the following: college/career related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						and will invite students to Saturday College visit tours.
3.2	<p>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-</p>	Ongoing	Yes		Other State 1000	\$1,000.00	\$500.00 The school was not able to offer the elective STEM class this year because we decided to focused on intervention. However, we did start at Science Olympiad team and 3-D printing among other programs and activities were available to all students. Gifted students were also registered for Math counts competition and other academic programs to challenge them.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.</p> <p>Expenditures associated with this action include the following: supplemental science and math competition/program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
3.3	<p>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</p>	Ongoing	Yes		<p>LCFF 7,500 Federal 3,000</p>	\$10,500.00	<p>\$4,360.18</p> <p>The school continues to use Second steps, among other programs to teach students about digital citizenship. Furthermore, the school held an assembly to focus on the use of digital</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.</p> <p>Expenditures associated with this action include the following: computer teacher salary and benefits, and internet security program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Educational Software: Resource: Title IV, Part A, Amount: \$3,000 						<p>citizenship for all grades 6-8th grade.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
3.4	<p>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</p>	Ongoing	Yes	LCFF	223,159	LCFF	3,000	\$226,159.00	<p>\$113,557.27</p> <p>The school offers PE, physical education, to all students and currently staffs three F/T PE teachers.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report								
	<p>education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>							3.5	<p>Additional programs and activities that support well-rounded education</p> <p>In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will</p>	Ongoing	Yes	<p>LCFF 239,096</p> <p>Local 113,850</p>	<p>LCFF 25,000</p>	\$377,946.00	\$231,678.45		<p>Our students have many extra curricular activities to engage with, such as: Academic pentathlon, music class, dance class, soccer, basketball, math counts, science Olympiad, programing, e-sports, crochet and much more!</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal 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.

Rationale

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.

Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
3	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 12/17/21) 2	2023-24: 4
3	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 12/17/21) 3	2023-24: 4
3	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 12/17/21) 12	2023-24: 4
3	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 12/17/21) 15	2023-24: 5
3	Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: (As of 12/17/21) 2	2023-24: 4
3	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 12/17/21) 2.1%	2023-24: 20%
5	Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 98.98%	2021-22: (P-1 ADA) 92.72%	2023-24: 97.00%
5	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 2.7%	2021-22: (As of 12/17/21) 28%	2023-24: 3.0%
5	Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%	2021-22: (As of 12/17/21) 0%	2023-24: 0.0%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
6	Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 12/17/21) 0.5%	2023-24: 0.0%
6	Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 12/17/21) 0.00%	2023-24: 0.00%
6	School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 94.1% Families: 41.5% Staff: 100.0%	The survey will be administered in the spring, hence the data is not available yet. The following are the target participation rates for 2021-22: Students: 95.0% Families: 50.0% Staff: 100.0%	2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%
6	School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 79% Families: 97% Staff: 92%	The survey will be administered in the spring, hence the data is not available yet. The following are the target average approval rates for 2021-22: Students: 79% Families: 95% Staff: 90%	2023-24: Students: 80% Families: 95% Staff: 90%
6	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 and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.1	Seeking family input for decision making Charter School will hold periodic meetings to gather input from our families. Information/input sessions	Ongoing	Yes				NA This year MSA 8 had a principal transition and starting in September, there were weekly

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting</p>						<p>coffee chats with the families. On average, there were about 10-20 families that participated in the chats. Later, the principal coffee chats because monthly and the start of the Parent Task Force started. Pre-pandemic parent input and engagement was very high but with the pandemic it was not possible to get parents on campus. Slowly this year, parents are starting to attend in person monthly PTF (Parent Task Force), SSC (School site council) meetings and other meetings continue virtual (ELAC). In February, the school will bring back the Saturday Parent workshops (Parent College).</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>expenses and Document Tracking Services (DTS) fees and stipends for staff participation/service to SSC, ELAC, and Board Meetings.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
4.2	<p>Building partnerships with families for student outcomes</p> <p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit</p>	Ongoing	Yes	<p>LCFF 140,689</p> <p>Other State 4,063</p> <p>Federal 11,010</p>	<p>LCFF 25,780</p> <p>Federal 2500</p>	\$184,042.00	\$97,625.37
							<p>Back to school night, parent orientations, and trainings have remained virtual this year but at the start of the second semester there will be a push to bring the parent college program back. However, families are still participating only in low numbers. The school team is constantly adopting their efforts to increase parent engagement. The parent survey was sent to all families in February.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p> <p>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney</p>						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Bowes expenses, Director of Outreach & Community Engagement salary and benefits, and Office Manager/Administrative assistant salaries and benefits.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • 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	<p>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</p>	Ongoing	Yes	<p>LCFF 133,550 Other State 31,418 Federal 43,629</p>	<p>LCFF 25,313 Other State 9,900 Federal 5,000</p>	\$248,810.00	\$106,726.03 The MTSS team has been working with students that are struggling socially and emotionally. The focus has been on restorative circles and improving the students' self efficacy and empathy. The school psychologist along with the Dean of students have developed lessons, and use Second steps as a resource, to

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>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</p>						<p>enrich the Wednesdays SEL lessons. Teachers teach a weekly SEL lessons during their Advisory time.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Dean of Students salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Additional services for 						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	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 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	Ongoing	Yes		LCFF 2,000	\$2,000.00	\$1,000.00 Surveys went out to students in the Fall Surveys went out to all educational partners in February (Spring)

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<p>to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>								
4.5	<p>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</p>	Ongoing	Yes	Federal	131,580	LCFF	21,000	\$152,580.00	\$76,273.53 The school is actively seeking community events and has started to participate in person. The community events are shared in the Sunday night message to parents from the principal via Parent Square.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy - Santa Ana	Steven Keskindurk Principal	skeskinturk@magnoliapublicschools.org (714) 479-0115

Goal 1

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

Rationale

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.

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
1	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
1	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2020-21: 0%	2021-22: 0%	2023-24: 0%
1	Number of identified instances where facilities do not meet the	2020-21: 0	2021-22: 0	2022-23: 0

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	“good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)			
6	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%
6	Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 99.1%	2021-22: (As of 12/17/21) 97.2%	2023-24: 97.0%

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
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	Ongoing	No		LCFF 33,750	\$33,750.00	\$153,125.00 All MSASA staff is TB tested and fingerprint cleared. 0 misassignments. Three teacher hires are pending - we have two substitute teacher. 6 teachers with preliminary credentials and are working toward clearance.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.2	<p>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,</p>	Ongoing	No	LCFF 115,722	LCFF 748,327 Other State 26,672 Federal 145,000	\$1,035,721.00	\$569,972.28 MSASA will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p> <p>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom,</p>						<p>academic, linguistic, cultural, social/emotional, and physical requirements of students. MSASA will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. MSASA will annually review budget and plan to ensure adequate budget for instructional materials. MSASA will ensure that students have sufficient access to the standards-aligned instructional materials, including technology-based resources. MSASA will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>GoGuardian, etc.), phone/internet, and depreciation.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.3	<p>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</p>	Ongoing	No	<p>LCFF 208,963 Other State 41,528</p>	<p>LCFF 258,000 Federal 55,000</p>	\$563,491.00	<p>\$258,656.98</p> <p>MSASA 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. MSASA will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. MSASA 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 MSASA custodial staff and/or outsourced. As a STEAM focused</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						<p>school we aim to operate in a sustainable and environmentally responsible manner. MSASA will develop and monitor a comprehensive safety and security plan, conduct necessary safety training for all staff and continue to work with the stakeholders and experts to implement emergency and risk management procedures for individuals and the site. MSASA will procure and maintain necessary safety and emergency supplies, equipment and items. MSASA will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.4	<p>Healthy and nutritious meals</p> <p>Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	Ongoing	Yes		LCFF 2,000	\$2,000.00	<p>\$4,500.00</p> <p>MSASA will maintain nutrition education resources and continue focusing on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. MSASA 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. MSASA will promote healthy food and beverage choices for all students throughout the campus, as well as encourage participation in school meal programs.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.5	<p>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.</p> <p>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</p>	Ongoing	No		LCFF 1,538,903	\$1,538,903.00	<p>\$746,100.00</p> <p>The MPS Home Office provides services to MSASA, supports and holds accountable MSASA 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 MSASA to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.</p>

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>expenses (Adaptive Insights, DataWorks, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal 2

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

Rationale

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.

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
7	Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	2020-21: 100%	2021-22: (As of 12/17/21) 100%	2023-24: 100%
7	Percentage of students who have sufficient access to all	2020-21: 100%	2021-22: (As of 12/17/21) 100%	2023-24: 100%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)			
2	Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 12/17/21) 100%	2023-24: 100%
2	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 2/17/22) 36%	2023-24: 100%
8	Percentage of students who have received a grade of “C” or better (or performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)	2020-21: (First semester) 69%	2020-21: (Second semester) 85%	2023-24: 80%
8	Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 126.5	2021-22: (As of 2/18/21) 9.1	2023-24: 130
4	Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 34.23% English Learners: 9.28% Socioeconomically Disadvantaged: 32.47% Students with Disabilities: 12.07% 	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	2022-23: <ul style="list-style-type: none"> All Students: 38.00% English Learners: 12.00% Socioeconomically Disadvantaged: 38.00% Students with Disabilities: 16.00%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<ul style="list-style-type: none"> • Homeless: 32.43% • Hispanic: 31.18% • White: 73.33% 	<p>Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Fall 2021 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> • All Students: 39.62% <p>IAB ELA Level 3 and 4 Projection (12/17/21):</p> <ul style="list-style-type: none"> • All Students: 48.19% 	<ul style="list-style-type: none"> • Homeless: 38.0% • Hispanic: 37.00% • White: 74.00%
4	Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	<p>2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> • All Students: 34.5 points below standard • English Learners: 68.0 points below standard • Socioeconomically Disadvantaged: 40.2 points below standard • Students with Disabilities: 80.2 points below standard • Homeless: 28.8 points below standard • Hispanic: 42.8 points below standard • White: 83.9 points above standard 	<p>CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2020 to Fall 2021.</p> <p>Fall 2020 to Fall 2021 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> • All Students: 52.2% • English Learners: 49.0% • Students with Disabilities: 41.1% 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> • All Students: 28.0 points below standard • English Learners: 60.0 points below standard • Socioeconomically Disadvantaged: 33.0 points below standard • Students with Disabilities: 72.0 points below standard • Homeless: 22.0 points below standard • Hispanic: 36.0 points below standard • White: 80.0 points above standard

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> All Students: 42.7% English Learners: 40.3% Socioeconomically Disadvantaged: 43.3% Students with Disabilities: 36.5% Hispanic: 42.6% White: 31.3% 	The Measures of Academic Progress (MAP)-Reading assessment was implemented in Fall 2021 and will be implemented again in Spring 2021 to measure growth from fall to spring. In the interim, we will use the fall to fall data. Fall 2020 to Fall 2021 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 52.2% 	2023-24: <ul style="list-style-type: none"> All Students: 60.0% English Learners: 54.0% Socioeconomically Disadvantaged: 60.0% Students with Disabilities: 58.0% Hispanic: 60.0% White: 44.0%
4	Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 28.61% English Learners: 10.0% Socioeconomically Disadvantaged: 26.36% Students with Disabilities: 12.06% Homeless: 27.03% Hispanic: 25.29% White: 73.33% 	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. Fall 2021 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: <ul style="list-style-type: none"> All Students: 16.56% IAB Math Level 3 and 4 Projection (12/17/21):	2022-23: <ul style="list-style-type: none"> All Students: 32.00% English Learners: 15.00% Socioeconomically Disadvantaged: 32.00% Students with Disabilities: 16.00% Homeless: 32.0% Hispanic: 32.00% White: 75.00%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			<ul style="list-style-type: none"> All Students: 38.69% 	
4	Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> All Students: 50.8 points below standard English Learners: 79.4 points below standard Socioeconomically Disadvantaged: 56.4 points below standard Students with Disabilities: 93.6 points below standard Homeless: 54.7 points below standard Hispanic: 60.3 points below standard White: 73.0 points above standard 	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 growth projections from Fall 2020 to Fall 2021. Fall 2020 to Fall 2021 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 39.4% English Learners: 36.7% Students with Disabilities: 34.5% 	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 42.0 points below standard English Learners: 73.0 points below standard Socioeconomically Disadvantaged: 50.0 points below standard Students with Disabilities: 85.0 points below standard Homeless: 46.0 points below standard Hispanic: 52.0 points below standard White: 50.0 points above standard
4	Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> All Students: 40.5% English Learners: 35.9% Socioeconomically Disadvantaged: 40.0% Students with Disabilities: 32.9% Hispanic: 39.7% White: 44.4% 	The Measures of Academic Progress (MAP)-Mathematics assessment was implemented in Fall 2021 and will be implemented again in Spring 2021 to measure growth from fall to spring. In the interim, we will use the fall to fall data. Fall 2020 to Fall 2021 MAP Mathematics - Percent Met Growth Projection:	2023-24: <ul style="list-style-type: none"> All Students: 50.0% English Learners: 44.0% Socioeconomically Disadvantaged: 50.0% Students with Disabilities: 51.0% Hispanic: 50.0% White: 55.0%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			<ul style="list-style-type: none"> All Students: 39.4% 	
4	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%	<p>2021 Dashboard ELPI data is not available. The following are the 2021 summative ELPAC results by level.</p> <p>2021 ELPAC Percentage of Students at Each Performance Level:</p> <ul style="list-style-type: none"> Level 4: 10.14% Level 3: 35.14% Level 3: 38.51% Level 1: 16.22% 	2022-23: (2023 Dashboard) 45.0%
4	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 6.1%	<p>2021-22 RFEP data is not available. The following is the 2021 summative ELPAC percentage for the Level 4 performance level.</p> <p>2021 ELPAC Percentage of Students Level 4: 10.14%</p>	2023-24: 15.0%
4	Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	<p>2018-19:</p> <ul style="list-style-type: none"> 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.	<p>2022-23:</p> <ul style="list-style-type: none"> 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%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	<p>Broad course of study and standards-based curriculum</p> <p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.</p>	Ongoing	No	LCFF 2,206,006 Federal 191,670	LCFF 80,000	\$2,477,676.00	\$1,239,143.76 MSASA currently uses McGraw curriculum in all core subjects. At the secondary level our course work in 100% digital. We ensure that any circular core or supplemental is academically rigors, EL supportive, differentiate, and meets the needs of all learner. We also continue support our teachers in their induction programs, any professional develop opportunities as well as higher education course work.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
2.2	<p>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</p>	Ongoing	Yes		<p>LCFF 12,200 Federal 45,000</p>	\$57,200.00	<p>\$26,475.00</p> <p>Throughout MPS and MSASA we have strong professional development opportunities. at MSASA we have weekly staff meetings, where we hold numerous PDs for teachers. At the home office level, they hold org wide professional learning communities regarding Culturally response teachers, and Learning by Design. We use Teachboost to support our teachers and admin with goals, informal, formal observations, as well as self assessments.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Professional development expenses: Resource: Title II, Part A; Amount: \$45,000 						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
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,	Ongoing	Yes	LCFF 451,874 Other State 115,989	LCFF 5,500 Other State 12,699 Federal 44,234	\$630,296.00	\$304,513.91 MSA SA will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels to support students. MSA SA will synthesize MAP and CAASPP student achievement and growth data, as well as course grades, and other internal assessment scores such as IAB and lexile growth, into reports and regularly review progress toward targets. Targeted interventions such as mandatory tutoring for students failing classes and targeted intervention with teachers and paras will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. MSA SA will provide additional supports and interventions to all students such as co-taught classes with a Sped teacher, small

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Accelerated Reader, Lexercise, ST Math, Standards Plus, Quizizz, Padlet, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, Listenwise, Grammarly, Cambium Learning, ABC Mouse, Learning A-Z, Cityspan, Flocabulary, Alexandria Library, Nearpod, Newsela, and myON.)</p>						<p>group interventions, Power English and Power Math classes, Study Skills, additional support during SSR/Advisory classes, Saturday school, summer school, SSPT, 504, parent/teacher conferences, and other support meetings will be utilized throughout the year.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Educational Software: Resource: Title I, Part A; Amount: \$30,234 • Educational Software: Resource: Title IV, Part A; Amount: \$14,000 						
2.4	<p>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</p>	Ongoing	Yes			\$0.00	<p>ELAC (English Language Advisory Committee) meetings are being held quarterly ELD standards aligned with core curriculum and are being added to lesson plans along with content standards. SDAIE strategies are being used in every classroom on a daily basis. CHATS framework is being followed by all teachers, in all departments. Small group intervention.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL</p>						<p>All curriculum supports English Language Development. District-wide ELD Coordinator who created the ELD Master Plan and coordinates with the school ELD Coordinator. Bilingual paras in the classroom.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
2.5	<p>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</p>	Ongoing	No	<p>LCFF 188,711 Other State 613,995 Federal 214,891</p>	<p>Other State 65,980 Federal 64,020</p>	\$1,147,597.00	<p>\$517,374.92</p> <p>Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs). Students with disabilities will have access to all additional intervention and student support systems offered by Sped teachers and general education teachers. Students with disabilities will have access to push in and pull out services, instructional aides, learning center services, software programs, and contracted services. Students with disabilities will have access to the least restrictive and most accessible environment.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • 2100 Instructional Aide Salaries: Resource: Title I, Part A; Amount: \$155,796 						<p>IEPs will be reviewed on an annual basis where present levels will be updated during annual and triennial reviews. Students with disabilities dually identified as EL will have a separate goal written in their IEPs. Our Sped, EL, and general education teams will work in collaboration toward goal mastery.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<ul style="list-style-type: none"> • 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 • 3400 Health & Welfare Benefits: Resource: Title I, Part A; Amount: \$15,541 • 3500 Unemployment Insurance: Resource: Title I, Part A; Amount: \$588 						

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.

Rationale

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.

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2018-19: 77.8%	2021-22: (Projected As of 12/17/21) 32.5%	2021-22: 70.0%
4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: 50.0%	2020-21: 55.00% 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. Fall 2021 MAP Reading - Proficiency Projection for 2021-22 SBAC: <ul style="list-style-type: none"> Grade 11 Students: 57.14% IAB ELA Level 3 and 4 Projection (12/17/21): <ul style="list-style-type: none"> Grade 11 Students: 90.0% 	2021-22: 53.0%
4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-	2018-19: 55.56%	2020-21: 55.00% We have used the Measures of	2021-22: 60.0%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Mathematics assessments (Source: CDE DataQuest)		<p>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.</p> <p>Fall 2021 MAP Reading - Proficiency Projection for 2021- 22 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: 23.53% <p>IAB Math Level 3 and 4 Projection (12/17/21):</p> <ul style="list-style-type: none"> Grade 11 Students: 56.82% 	
4	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: 43.0%	2022-23: 45.0%
4	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: 43.0%	2022-23: 45.0%
4	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 12/17/21) 37.5%	2023-24: 40.0%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 100%	2021-22: (Projected As of 12/17/21) 95.0%	2022-23: 85.0%
4	Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 45.0%	2021-22: (Projected As of 12/17/21) 12.5%	2023-24: 30.0%
4	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: (Projected As of 12/17/21) 22.5%	2023-24: 30.0%
4	Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2020-21: (As of 5/16/21) 60.0%	2021-22: (Projected As of 12/17/21) 32.5%	2023-24: 30.0%
8	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: (Projected As of 12/17/21) 0.0%	2023-24: 80.0%
8	Percentage of high school completers accepted to a 4-year college (Source: Naviance)	2020-21: (As of 5/16/21) 60.0%	2021-22: (Projected As of 12/17/21) 0.0%	2023-24: 50.0%
8	College-Going Rate (Source: CDE DataQuest)	Class of 2018: 57.1%	Class of 2019 data is not available.	Class of 2021: 60.0%
7	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 5%	2021-22: (As of 12/17/21) 1%	2023-24: 10%
7	Percentage of students in the current graduating class who have taken a Computer/Technology course	2020-21: (As of 4/16/21) 100%	2021-22: (Projected As of 12/17/21) 63%	2023-24: 100%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)			
8	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: (Projected As of 2/18/22) 80%	2023-24: 90%

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
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 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	Ongoing	Yes	LCFF 90,465	LCFF 3,000 Federal 4,866	\$98,331.00	\$52,875.54 4-year plans will be created with all freshman. Students will provided with credit recovery opportunities and individualized support to ensure HS graduation. We will offer Advisory and College readiness activities and classes including college planning, career exploration, sat prep, college application, and financial aid MSASA will offer AP classes based on student needs and interests. A college-going culture will be promoted through dual and concurrent enrollment at the local college

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.</p> <p>Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Educational Software: Resource: Title IV, Part A; Amount: \$4,866 						<p>and with a college class being offered here on our campus. MSASA will offer college visits, college/career days, and other college related activities. Students and parents will be informed high school programs, courses and college application process throughout the year by holding information sessions. Students will be supported with college application process by holding individual meetings and workshops.</p>
3.2	STEAM and GATE programs	Ongoing	Yes		Federal 500	\$500.00	\$250.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning.</p>						<p>MSASA currently offers a STEAM coordinator to ensure NGSS and Gate student supports. Our STEAM coordinator teaches weekly classes at the elementary level and has an Environmental Science elective for our 11 and 12th graders. In addition, he runs the Science Olympiad as well as supporting our teachers with hands on STEAM activities. All teachers, TK-12 grade, have a strong emphasis on project based learning and incorporate across the curriculum. Our secondary students also participate in robotics and drone clubs as well as participate in competitions.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Learners will be challenged to investigate, use problem-based learning, and research.</p> <p>Expenditures associated with this action include the following: supplemental science program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Educational Software: Resource: Title IV, Part A; Amount: \$500 						
3.3	<p>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</p>	Ongoing	Yes	LCFF	105,765	\$105,765.00	\$83,560.05 At MSASA we use Zones of Regulations and SEL curriculum from OCDE. We have a robots PBIS culture. At the elementary level we use a token economy where students can earn monies throughout the week and purchased items on our Fun Fridays at Lunch time. In secondary we have houses and we have weekly competitions were the earn points for incentives like prizes, lunches, and field trips. Currently at the secondary level we

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<p>communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.</p> <p>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						<p>have started an E-hall pass that tracks where students are at all times once out of the classroom. In elementary our teachers practice blended learning model.</p>		
3.4	<p>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</p>	Ongoing	Yes	<p>LCFF 88,897 Federal 88,897</p>	<p>LCFF 7,500 Federal 400</p>	\$185,694.00	<p>\$108,766.99</p> <p>MSASA has a PE teacher as well as an Athletic Director. At the elementary level classes are pulled out on a weekly basis to work on PE grade level aligned CCSS skills. At the</p>		

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p>						<p>secondary level all students in grades 7-10 attend a daily PE class. The physical fitness test will be given to all students in grades 5, 7, and 9th in the springtime. Our Athletic Director hosts elementary pe class in addition to creating a CIF sports program. We currently offer boys/girls volleyball, boys basketball, and boys and girls soccer. He has also started a charter middle school league that offers volleyball, basketball, and soccer.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<ul style="list-style-type: none"> Educational Software: Resource: Title IV, Part A; Amount: \$400 						
3.5	<p>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,</p>	Ongoing	Yes	LCFF 20,8079 Other State 286,450	LCFF 4,000 Other State 10,000 Local 30,000	\$538,529.00	\$336,118.15 At MSASA has incorporated theater arts into our elementary and middle school curriculum along with our visual arts program. We currently offer an AP Arts course to our high schoolers. Our students are rehearsing for two theater performance this spring. Stemming from the pandemic our students have participated in virtual filed trips as the county allows. our 4th graders will be attending a mission trip. Our boys basketball and soccer teams currently played games in Catalina Island. MSASA offers elective courses in the secondary level that are well rounded and interesting for the students. Such as environmental science, psychology, Spanish, computer

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>community service, and others.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						technology, arts, and 7 different AP classes.

Goal 4

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

Rationale

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.

Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
3	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 12/17/21) 2	2023-24: 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
3	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 12/17/21) 2	2023-24: 4
3	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 12/17/21) 2	2023-24: 4
3	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 12/17/21) 35	2023-24: 5
3	Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: (As of 12/17/21) 2	2023-24: 4
3	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 2/18/22) 12.0%	2023-24: 20%
5	Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 97.61%	2021-22: (P-1 ADA) 94.88%	2023-24: 97.00%
5	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 5.3%	2021-22: (As of 12/17/21) 13.4%	2023-24: 5.0%
5	Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%	2021-22: (As of 12/17/21) 0.0%	2023-24: 0.0%
5	High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 3.8%	2021-22: (As of 12/17/21) 0.0%	2022-23: 0.0%
5	Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 100.0%	2020-21: 100.0%	2022-23: (2023 Dashboard) 100.0%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			2021-22: (Projected As of 12/17/21) 100.0%	
6	Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 12/17/21) 1.3%	2023-24: 0.0%
6	Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 12/17/21) 0.19%	2023-24: 0.00%
6	School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 95.3% Families: 72.8% Staff: 100.0%	The survey will be administered in the spring, hence the data is not available yet. The following are the target participation rates for 2021-22: Students: 95.0% Families: 90.0% Staff: 100.0%	2023-24: Students: 95.0% Families: 80.0% Staff: 100.0%
6	School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 76% Families: 96% Staff: 84%	The survey will be administered in the spring, hence the data is not available yet. The following are the target average approval rates for 2021-22: Students: 73% Families: 95% Staff: 90%	2023-24: Students: 75% Families: 95% Staff: 85%
6	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 and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.1	<p>Seeking family input for decision making</p> <p>Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct</p>	Ongoing	Yes				<p>\$0.00</p> <p>Currently, MSASA has held two SSC, ELAC, PTF meeting thus far. in each meeting all LCAP goals have been presented and received by all our educational partner. On a weekly basis on Friday we hold Coffee with the Principals meeting in both Spanish and English. In these meets upcoming events are discussed along with any item an educational partner may have. We are currently administering an annual survey to our students, staff, and families. in which we look forward to their feedback as this will guide next steps for the following year to improve upon.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<p>parent surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>								
4.2	<p>Building partnerships with families for student outcomes</p> <p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students</p>	Ongoing	Yes	LCFF	163,373	LCFF	24,342	\$224,715.00	\$112,872.22
				Federal	12,000	Federal	25,000		<p>MSASA has hosted current and new families orientations, Back to School Nights, and parent-teacher conferences in both Spanish and English to accommodate our EL population. We have partnered with latino Health Access and our families to host EL classes, computer classes, as well as SEL learning and supporting our children. We use infinite campus for all attendance, grading, and behavioral management as thesis a one stop virtual house to track and support our students. We communicate with our educational</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p> <p>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit</p>						<p>partners via Parent Square that will automatically translate into the parents/persons desired language. MSASA sends out weekly Hook newsletter to inform all educational partners as well.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, Dean of Culture salary and benefits, and Office manager/Administrative assistant salaries and benefits.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Teacher Salaries: Resource: Title I, Part A; Amount: \$12,000 • Professional Services: Resource: Title I, Part A; Amount: \$25,000 						
4.3	<p>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</p>	Ongoing	Yes	<p>LCFF 156,149 Other State 91,299</p>	<p>LCFF 15,073 Other State 5,000 Federal 2,000</p>	\$269,521.00	<p>\$133,005.69</p> <p>MSA SA will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials. Students who are homeless, experiencing housing</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>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</p>						<p>instability, are in foster care or who are experiencing personal/family crisis, or have other special needs will be cared for in our supportive school community. MSA SA wil offer an SEL program in all grade levels to provide students with valuable skills to support social-emotional well being and social skills development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. MSA SA will implement a positive and equitable student responsibility and behavior system with teaching intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless</p>						<p>MSA SA will celebrate student and school achievement and organize recognition assemblies and other schoolwide culture-building activities. MSA SA will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. MSA SA will implement the Core District SEL Survey annually in the fall and spring to assess the following social-emotional competencies: growth mindset, self efficacy, self management, and social awareness. School staff will analyze these results in the fall to provide our students with targeted social-emotional support, and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>students.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Additional services for homeless students: Resource: Title I, Part A; Amount: \$2,000 						
4.4	<p>Annual stakeholder surveys</p> <p>Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with</p>	Ongoing	Yes		LCFF 2,500	\$2,500.00	\$1,250.00 MSASA is currently administering the Panorama Education survey to our students in grades 3-12, as well as families, and all staff members. We will use their feedback as next steps to guide our planning and focus areas for next year.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
4.5	<p>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</p>	Ongoing	Yes		LCFF 10,000	\$10,000.00	\$7,750.00 MSASA has partnered with Power of One Foundation, Congressman Lou Correa, Latino Health Access, Red Cross, and School Choice to be present and serve our community. We continue to support food distributions, and vaccine health clinics and blood drives as we have hosted numerous on our site. We have attended a School Choice event at the Santa Ana zoo to showcase, highlight

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						and recruitment for new students.

2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy San Diego	Gokhan Serce Principal	gserce@magnoliapublicschools.org (619) 644-1300

Goal 1

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

Rationale

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.

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
1	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
1	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2020-21: 0%	2021-22: 0%	2023-24: 0%
1	Number of identified instances where facilities do not meet the	2020-21: 0	2021-22: 0	2022-23: 0

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	“good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)			
6	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%
6	Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 99.3%	2021-22: (As of 12/17/21) 95.3%	2023-24: 97.0%

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	<p>Teacher assignments and credentials</p> <p>Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers’ credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee</p>	Ongoing	No		LCFF 16,750	\$16,750.00	<p>\$12,125.00</p> <p>All MSA San Diego staff is TB tested and fingerprint cleared. A week before the school year started, one of our PE teachers resigned and moved out of county. As a result we started with long term substitute teacher. Currently we do not have any misassignments. One of our teachers is enrolled in BTSA program and another new to California teacher will work on EL authorization 2nd semester. We have spent more than half of the budgeted</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Teacher credentialing expenses: Resource: Title II, Part A; Amount: \$9,578 (Included under action 2.2) 						amount and are on target for the remainder of the year

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.2	<p>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.</p> <p>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials,</p>	Ongoing	No	LCFF 115,922.11	LCFF 200,258 Other State 15,000 Federal 17,000	\$348,180.11	\$150,832.69 All required and necessary textbooks for this school year were purchased from McGraw Hill. In addition to the adopted curriculum items, teachers were given an opportunity to order class sets of novels to support ELA instruction as well as any other instructional items they would need for the year. Staff are able to submit requests for orders for office and classroom materials and supplies as needed. We ordered new Chromebooks and also hot spots to make sure all students have access to the curriculum at school and at home. We have spent about half of the budgeted amount and are on target for the remainder of the year

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report								
	<p>computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Hot Spots and Zoom Expenses : Resource: 3210 ESSER Funds; Amount: \$17,000 							1.3	<p>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</p>	Ongoing	No	<p>LCFF 98,003.81 Federal 55,228.29</p>	<p>LCFF 815,000 Federal 25,000</p>	\$993,232.10	\$517,372.59		<p>Funding budgeted for this area has been used on planned expenditures. In response to the COVID-19 pandemic, we have increased our custodial staff and supplies. We have one custodian on staff and one custodian from a vendor. We purchased additional PPE, testing kits and cleaning/disinfection</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies,</p>						<p>supplies to create a safe school environment. Our HVAC system is regularly maintained by a vendor. We have spent about half of the budgeted amount and are on target for the remainder of the year</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.4	<p>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</p>	Ongoing	Yes		LCFF 12,000	\$12,000.00	\$7,500.00 MSA San Diego will maintain nutrition education resources and continue focusing on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. MSA San Diego 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. We have spent about half of the budgeted amount and are on target for the remainder of the year

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.5	<p>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,</p>	Ongoing	No		LCFF 257,389.79	\$257,389.79	<p>\$130,612.30</p> <p>These funds are used for Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses such as Adaptive Insights and DataWorks. Home office staff support school admin and staff with important reports and tasks, provide instructional coaching for teachers and Magnolia-wide PD. During the COVID-19 pandemic they have assisted with health and safety items, worked on school sites to fill staffing gaps, and supported in any other way needed. The other expenses in</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.</p> <p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						<p>this category support the overall operations of our schools and CMO. We have spent about half of the budgeted amount and are on target for the remainder of the year</p>

Goal 2

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

Rationale

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.

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
7	Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	2020-21: 100%	2021-22: (As of 12/17/21) 100%	2023-24: 100%
7	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 12/17/21) 100%	2023-24: 100%
2	Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 12/17/21) 100%	2023-24: 100%
2	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 12/17/21) 53%	2023-24: 100%
8	Percentage of students who have received a grade of “C” or better (or performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)	2020-21: (First semester) 75%	2020-21: (Second semester) 84%	2023-24: 80%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
8	Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) n/a	2021-22: (As of 12/17/21) n/a	2023-24: n/a
4	Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 69.31% English Learners: 40.00% Socioeconomically Disadvantaged: 54.13% Students with Disabilities: 28.07% Two or More Races: 63.79% African American: 40.00% Asian: 76.93% Hispanic: 69.60% White: 73.17% 	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. Fall 2021 MAP Reading - Proficiency Projection for 2021-22 SBAC: <ul style="list-style-type: none"> All Students: 69.93% IAB ELA Level 3 and 4 Projection (12/17/21): <ul style="list-style-type: none"> All Students: 64.53% 	2022-23: <ul style="list-style-type: none"> All Students: 71% English Learners: 46% Socioeconomically Disadvantaged: 57% Students with Disabilities: 32% Two or More Races: 65% African American: 46% Asian: 78% Hispanic: 71% White: 75%
4	Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> All Students: 41.0 points above standard English Learners: 8.3 points above standard Socioeconomically Disadvantaged: 8.6 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 Academic Progress (MAP)-Reading assessment to measure the percentage of	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 43.0 points above standard English Learners: 10.0 points above standard Socioeconomically Disadvantaged: 10.0 points above standard

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<ul style="list-style-type: none"> 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 	<p>students meeting their growth projections from Fall 2020 to Fall 2021.</p> <p>Fall 2020 to Fall 2021 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 52.3.0% English Learners: 57.1.0% Students with Disabilities: 53.7% 	<ul style="list-style-type: none"> 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
4	Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	<p>2020-21:</p> <ul style="list-style-type: none"> All Students: 47.3% English Learners: 38.5% Socioeconomically Disadvantaged: 47.1% Students with Disabilities: 31.7% African American: * Asian: 55.0% Hispanic: 50.6% White: 44.3% 	<p>The Measures of Academic Progress (MAP)-Reading assessment was implemented in Fall 2021 and will be implemented again in Spring 2021 to measure growth from fall to spring. In the interim, we will use the fall to fall data.</p> <p>Fall 2020 to Fall 2021 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 52.3.0% 	<p>2023-24:</p> <ul style="list-style-type: none"> All Students: 65.0% 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%
4	Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	<p>2018-19:</p> <ul style="list-style-type: none"> All Students: 60.62% English Learners: 26.67% Socioeconomically Disadvantaged: 41.29% 	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and</p>	<p>2022-23:</p> <ul style="list-style-type: none"> All Students: 62.00% English Learners: 30.00% Socioeconomically Disadvantaged: 45.00%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<ul style="list-style-type: none"> • Students with Disabilities: 22.81% • Two or More Races: 56.90% • African American: 30.00% • Asian: 84.61% • Hispanic: 54.40% • White: 67.68% 	<p>the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Fall 2021 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> • All Students: 43.38% <p>IAB Math Level 3 and 4 Projection (12/17/21):</p> <ul style="list-style-type: none"> • All Students: 73.40% 	<ul style="list-style-type: none"> • Students with Disabilities: 27.00% • Two or More Races: 59.0% • African American: 36.0% • Asian: 86.00% • Hispanic: 57.00% • White: 69.00%
4	Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	<p>2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> • All Students: 21.8 points above standard • 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 	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2020 to Fall 2021.</p> <p>Fall 2020 to Fall 2021 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> • All Students: 40.9% • English Learners: 64.3% 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> • All Students: 23.0 points above standard • 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

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<ul style="list-style-type: none"> White: 32.0 points above standard 	<ul style="list-style-type: none"> Students with Disabilities: 53.5% 	<ul style="list-style-type: none"> White: 33.0 points above standard
4	Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> 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% 	The Measures of Academic Progress (MAP)-Mathematics assessment was implemented in Fall 2021 and will be implemented again in Spring 2021 to measure growth from fall to spring. In the interim, we will use the fall to fall data. Fall 2020 to Fall 2021 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 40.9% 	2023-24: <ul style="list-style-type: none"> 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%
4	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 2021 summative ELPAC results by level. 2021 ELPAC Percentage of Students at Each Performance Level: <ul style="list-style-type: none"> Level 4: 25% Level 3: 36.11% Level 3: 36.11% Level 1: 2.78% 	2022-23: (2023 Dashboard) 55.0%
4	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 2021 summative ELPAC percentage for the Level 4 performance level.	2023-24: 30.0%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			2021 ELPAC Percentage of Students Level 4: 25%	
4	Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 55.74% Socioeconomically Disadvantaged: 48.48% Students with Disabilities: 20.00% Homeless: 55.74% Hispanic: 51.35% White: 58.18% 	CAST assessments were waived during the 2019-20 and 2020-21 school years.	2022-23: <ul style="list-style-type: none"> All Students: 57.00% Socioeconomically Disadvantaged: 50.00% Students with Disabilities: 22.00% Homeless: 57.0% Hispanic: 54.00% White: 60.0%

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
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	Ongoing	No	LCFF 1,110,824.78 Other State 81,285.09	LCFF 15,000	\$1,207,109.87	\$612,830.84 MSA San Diego currently uses McGraw curriculum in all core subjects. We provide all programs mentioned in our charter petition. All of our teachers are appropriately credentialed. All teaching and admin positions are filled as of January 2022. We have spent about half of the budgeted amount and are on target for the remainder of the year.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
2.2	<p>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,</p>	Ongoing	Yes		<p>LCFF 21,422 Federal 9,578</p>	\$31,000.00	<p>\$14,232.00</p> <p>Throughout MPS and MSA-San Diego we have strong professional development opportunities. At MSA San Diego we have weekly staff meetings, where we hold numerous PDs for teachers. MSA-San Diego encourages</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the</p>						<p>teachers to attend PDs with the approval of the principal. We use Teachboost to support our teachers and admin with goals, informal, formal observations, as well as self-assessments. We have spent about half of the budgeted amount and are on target for the remainder of the year.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: \$9,578.00 						
2.3	<p>MTSS - Academic enrichment, intervention, and student support</p> <p>Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized</p>	Ongoing	Yes	<p>LCFF 245,938.83</p> <p>Other State 70,200</p> <p>Federal 15,710.12</p>	<p>LCFF 6,800</p> <p>Other State 5,907</p> <p>Federal 17,957</p>	\$362,512.95	<p>\$175,120.50</p> <p>Funding for this category is used to support student learning through enrichment, intervention and other means. Also the funds are used to purchase assessment /formative assessment tools to identify students needs.</p> <p>We have spent about half of the budgeted amount and are on target for the remainder of the year.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer</p>						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (IXL, Quizizz, BrainPOP, Membean, Nearpod, EdPuzzle)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • NWEA MAP testing fees: Resource: Title I, Part A; Amount: \$6,000 • Evidence-based supplemental intervention/enrichment program fees (for the programs listed in the expenditures description above): Resource: Title I, Part A; Amount: \$10,457 • Instructional Aide Salaries and Benefits: Resource: Title I, Part A; Amount: \$15,710 						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.4	<p>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</p>	Ongoing	Yes				<p>\$0.00</p> <p>MSA-SD did not spend any money on the EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees as of this report's presentation day.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p>						
2.5	<p>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</p>	Ongoing	No	LCFF 110,528.07 Other State 563,849.54 Federal 48,658.29	Other State 11,992 Federal 48,008	\$783,035.90	\$412,146.72 Students with disabilities receive services and supports as listed in their Individualized

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p>						<p>Education Programs (IEPs). Students with disabilities have access to all additional intervention and student support systems offered by Education Specialists and general education teachers. Students with disabilities have access to push in and pull out services, instructional aides, learning center services, software programs, and contracted services. IEPs are reviewed on an annual basis where present levels will be updated during annual and triennial reviews. We have spent about half of the budgeted amount and are on target for the remainder of the year.</p>

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal 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.

Rationale

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.

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
7	Percentage of students enrolled in an Accelerated and/or	2020-21: (As of 4/16/21) 27%	2021-22: (As of 12/17/21) 22%	2023-24: 20%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)			
7	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%	2021-22: (Projected As of 12/17/21) 100%	2023-24: 100%
8	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: (Projected As of 12/17/21) 100%	2023-24: 100%

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	<p>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.</p> <p>Expenditures associated with this action include the following: college/career related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	Ongoing	Yes				<p>\$ 0.00</p> <p>MSA-SD did not spend any money on the college/career related materials and activities as of the date this presentation is provided to the MPS Board.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.2	<p>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.</p>	Ongoing	Yes				<p>\$0.00</p> <p>MSA-SD did not spend any money on the supplemental science program fees as of the date this presentation is provided to the MPS Board.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.</p> <p>Expenditures associated with this action include the following: supplemental science program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
3.3	<p>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</p>	Ongoing	Yes		LCFF 3,500 Federal 800	\$4,300.00	\$400.00 We were able to utilize free resources for digital literacy and citizenship and as a result we were not able to utilize most of the funds yet. We will continue to provide more resources for our students in this area.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.</p> <p>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees and Sound Trap Music Software .</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Sound Trap : Title IV, Part A; Amount: \$800 						
3.4	<p>Physical education, activity, and fitness Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with</p>	Ongoing	Yes	LCFF	164,743.44 LCFF 10,300 Federal 700	\$175,743.44	\$59,309.39 MSA San Diego has two PE teachers. Our teachers follow the California PE standards. Currently

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p>						<p>we do not have any athletic teams due to covid restrictions.</p> <p>We have spent about half of the budgeted amount and are on target for the remainder of the year.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Physical activity, fitness, and equipment expenses: Resource: Title IV, Part A; Amount: \$700 						
3.5	<p>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</p>	Ongoing	Yes	LCFF 97,191.92	LCFF 14,500 Other State 93,006 Local 30,000	\$234,697.92	\$138,397.87 At MSA-San Diego we offer additional programs such as elective courses, arts, music, robotics and engineering, Spanish, Maker Space, 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, , community service programs, clubs, etc. Charter School teachers and other staff will offer

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						<p>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.</p> <p>We have spent about half of the budgeted amount and are on target for the remainder of the year.</p>

Goal 4

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

Rationale

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.

Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
3	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 12/17/21) 1	2023-24: 4
3	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 12/17/21) 1	2023-24: 4
3	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 12/17/21) 11	2023-24: 4
3	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 12/17/21) 8	2023-24: 5
3	Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: (As of 12/17/21) 2	2023-24: 4
3	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 12/17/21) 10%	2023-24: 15%
5	Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 98.22%	2021-22: (P-1 ADA) 94.28%	2023-24: 97.00%
5	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 3.4%	2021-22: (As of 12/17/21) 16.6%	2023-24: 6.0%
5	Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%	2021-22: (As of 12/17/21) 0.0%	2023-24: 0.0%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
6	Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 12/17/21) 2%	2023-24: 1.0%
6	Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 12/17/21) 0.00%	2023-24: 0.00%
6	School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 94.7% Families: 67.9% Staff: 100.0%	The survey will be administered in the spring, hence the data is not available yet. The following are the target participation rates for 2021-22: Students: 85.0% Families: 63.0% Staff: 85.0%	2023-24: Students: 90.0% Families: 67.0% Staff: 90.0%
6	School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 76% Families: 97% Staff: 95%	The survey will be administered in the spring, hence the data is not available yet. The following are the target average approval rates for 2021-22: Students: 70% Families: 80% Staff: 80%	2023-24: Students: 74% Families: 85% Staff: 85%
6	Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 85%	2021-22: (Spring 2021 to Fall 2021) 87%	2023-24: (Spring 2023 to Fall 2023) 85%

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.1	Seeking family input for decision making Charter School will hold periodic meetings to gather input from our families. Information/input sessions	Ongoing	Yes				\$0.00 MSA-SD did not spend any money on the parent meeting expenses and

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting</p>						<p>Document Tracking Services (DTS) fees as of the date this presentation is provided to the MPS Board.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	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	Ongoing	Yes	LCFF Federal	254,848.35 14,000	LCFF Federal	16,425 3,000	\$288,273.35	\$138,211.03 At MSA-San Diego we build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Picnic, 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. We provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Admin team and grade level leaders

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p> <p>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, Dean of Culture salary and benefits,</p>						<p>communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. MSA-San Diego schedules 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, using SIS to check student progress, study habits, and family literacy. MSA-San Diego uses a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software, ParentSquare, is utilized for voice and text communications, email, and push notifications. We will</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<p>and Office manager/Administrative assistant salaries and benefits.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Stipends for home visits: Resource: Title I, Part A; Amount: \$10,000 • ParentSquare software fees: Resource: Title I, Part A; Amount: \$3,000 • Parent Education Bridge program Staff Stipends: Resource: Title I, Part A; Amount: \$4,000 • Parent activity/event expenses: Resource: Title I, Part A; Amount: \$XX,XXX 						<p>provide language translators at parent meetings to the extent practicable.</p> <p>We have spent about half of the budgeted amount and are on target for the remainder of the year.</p>		
4.3	<p>MTSS - PBIS and SEL support</p> <p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-</p>	Ongoing	Yes	<p>LCFF 6,500</p> <p>Federal 22,280.20</p>	<p>LCFF 7,978</p> <p>Federal 7,750</p>	\$44,508.20	\$14,114.44	<p>At MSA-San Diego we support the whole child by providing academic, Social Emotional and Mental Health support. Our</p>	

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>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</p>						<p>program is called WIZARD WAY. Wizard Way is supported by the Zones of Regulations curriculum. We prioritized student behavior and SEL as we returned to in-person learning and planned actions for this goal have been implemented. Actions include:</p> <ul style="list-style-type: none"> • SEL Support for Students & Families • Daily live morning announcements to connect with our community and stakeholders. • Zones of Regulations Curriculum to help support students in identifying and regulating their emotions and feelings. • Weekly SEL Lessons. • Monthly Assemblies

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits,</p>						<ul style="list-style-type: none"> • Mental Health & Wellness for stakeholder • We partnered with Care Solace and are able to conduct "warm handoffs" so families can access resources through them <p>We have spent close to half of the budgeted amount and are on target for the remainder of the year.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • PBIS program fees : Resource: Title IV, Part A; Amount: \$5,000 • Additional services for homeless students: Resource: Title I, Part A; Amount: \$2,750.00 						
4.4	<p>Annual stakeholder surveys</p> <p>Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and</p>	Ongoing	Yes		LCFF 2,000	\$2,000.00	<p>\$1,000.00</p> <p>We continue to use the same survey tools to collect feedback.</p> <p>We have spent about half of the budgeted amount and are on target for the remainder of the year.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
4.5	<p>Community outreach and partnerships Charter School will establish community, business, institutional and civic partnerships that</p>	Ongoing	Yes		LCFF 20,000	\$20,000.00	\$10,000.00 Expenses covered with the funds budgeted here include membership fees

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p> <ul style="list-style-type: none"> • Partnership expenses: Resource: Title IV, Part A; Amount: \$XX,XXX 						<p>(CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p> <p>Our Dean of Culture leads the outreach efforts with the support from the principal, deans , office staff and teachers. We utilize digital media and postcards to reach out to our community. Also we host many community events to increase awareness about our programs. We have spent about half of the budgeted amount and are on target for the remainder of the year.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report

Coversheet

Annual Authorizer Oversight Reports for MSA 1, 2, 3 & 5

Section: II. Information/Discussion Items
Item: C. Annual Authorizer Oversight Reports for MSA 1, 2, 3 & 5
Purpose: Discuss
Submitted by:
Related Material: MSA 1, 2, 3 & 5 LACOE Authorizer Oversight Report.pdf



Board Agenda Item #	II C: Information/Discussion Item
Date:	February 24, 2022
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Steve Budhrajia Ed.D., Chief Financial Officer
RE:	MSA 1, 2, 3 & 5 - Annual Authorizer Oversight Reports (LACOE)

Proposed Board Recommendation

Information/Discussion Item

Background

LACOE Fiscal Oversight - Overview

Per Education Code (EC) Section 42131, charter authorizers are required to review the financial condition of the of their authorized schools on a regular basis during the year. There were corrective action findings noted in the 2019-20 Audit Report related to internal controls, specifically during the year-end closing process in which accounts receivable, prepaid expenses and accounts payable were not recorded in a timely manner. All of the necessary corrective actions were made by Finance Department staff and included as Updates to Fiscal Policies that were approved by the Board during the February 11, 2021 meeting. As a result, these finding were implemented in the 2020-21 Audit Report that was presented to the Board on January 20,2022. In addition, the most recent 2020-21 Audit reflected no findings, material weaknesses or deficiencies.

Based upon the review of financial data for 2019-20 & 2020-21, the Los Angeles County Office of Education (LACOE) concurred that the MSA 1, 2, 3 & 5 schools should be able to meet their financial obligations.

Budget Implications

N/A

Exhibits (Attachments):

Fiscal Annual Reports for MSA 1, 2, 3 & 5, 2019-20 Audit Report & First & Second Interim Reports as listed below.

School	Authorizer	Financials Reviewed	Dates/Notes
MSA-1	LACOE	2019-20 Audit Report, 2020-21 First & Second Interim Report	6/20/20; 2/11/21; 4/20/21;
MSA-2	LACOE	2019-20 Audit Report, 2020-21 First & Second Interim Report	6/20/20; 2/11/21; 4/20/21;

MSA-3	LACOE	2019-20 Audit Report, 2020-21 First & Second Interim Report	6/20/20; 2/11/21; 4/20/21;
MSA-5	LACOE	2019-20 Audit Report, 2020-21 First & Second Interim Report	6/20/20; 2/11/21; 4/20/21;

BUSINESS ADVISORY SERVICES DIVISION

Magnolia Science Academy #1

FISCAL ANNUAL REPORT

Financial Overview (FY 2020-21)

First Interim Report

Our analysis of the data provided indicates the Charter should be able to meet its financial obligations for the current year

Second Interim Report

Our analysis of the data provided indicates the Charter should be able to meet its financial obligations for the current year

References: Charter Letters dated (February 11, 2021 & April 20, 2021)

ANNUAL AUDIT (FY 2019-20)

The Auditor's opinion expressed in the Independent Auditors' Reports for this period for Magnolia Science Academy #1 financial statements result in an unmodified opinion.

Findings

YES NO NA

Implemented

YES NO NA

Related Party Transactions

YES NO NA

Outstanding Findings:

YES NO NA

Audit Adjustment

YES NO NA

MAGNOLIA SCIENCE ACADEMY #1

Annual Audit FY 2019-20 (cont.)

Related Party Transactions

Magnolia Educational and Research Foundation

The Organization is an integral part of Magnolia Educational and Research Foundation (Foundation), which also serves as Organization's Charter School Management Organization (CMO) that manages Organization's nonacademic operation such as financial, general administration, and human resource management. Organization's financial statements are included in the consolidated financial statements of Magnolia Educational and Research Foundation.

Administrative support provided to the individual schools and accounted for separately within the financial statements. School support uses a tier expense allocation structure based on student enrollment to calculate expenses to be charged out on each charter school.

Magnolia Properties Management, Inc. (MPM Inc.)

On January 12, 2012, MPM Inc., a separate 501(c)(3) nonprofit public benefit corporation, was formed for the primary purposes to facilitate the development of charter schools. Additional purposes are to lease, to own, manage and operate an educational institution, to provide charter school facilities and operational and other support to charter schools, to assist philanthropists and foundations in accelerating the growth of high quality charter schools, and to provide and otherwise obtain or assist in obtaining charter school financing. MPM Inc. was formed and is operated exclusively for the benefit of, to perform the functions of, and to carry out the purposes of the Organization.

MPM Sherman Way, LLC

The Organization formed the MPM Sherman Way, LLC exclusively for the acquisition of property and assets of the Organization, for charitable purposes as specified in Section 501(c)(3) of the Internal Revenue Service. The MSA makes lease payments to the LLC, in accordance with the lease agreement specifically for the MSA Reseda Project. Accordingly, the financial activities of the LLC have been included in the consolidated financial statements of the Organization. MPM Inc. is the sole member of the LLC.

Intercompany Receivable/Payable

Intercompany receivable/payable results from a net cumulative difference between resources provided by the home office account to each charter school and reimbursement for those resources from each charter school to the home office account. Operating transfers include certain costs of shared liabilities and shared assets between the Organization.

Audit Adjustment

Summarized below are net assets reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

NET ASSETS

Net Assets, June 30, 2020, Unaudited Actuals	\$5,138,251
Increase in:	
Accounts receivable	157,448
Prepaid expenses	107,966

MAGNOLIA SCIENCE ACADEMY #1

Accounts payable	(101,550)
Balance, June 30, 2020 Audited Financial Statements	\$5,302,115

Adjustments were made to the following activities – see page 25 of the FY 2019-20 audit.

Findings

2020-001

Criteria or Specific Requirements

Management is responsible for the design, implementation, and maintenance of internal controls to ensure that the financial statements are free from material misstatements, whether due to error or fraud. This includes the posting of all material adjustments necessary to close the year and accurately reflect the activity of the Charter School.

Condition

Communicating Internal Control Related Matters Identified in an Audit defines a material weakness and significant deficiency. According to these definitions, an internal control system design must include elements to accurately prepare financial statements without adjustments by the auditor.

Questioned costs

There are no questioned costs identified with the condition note.

Context

An accrual related to accounts receivable, prepaid expenses, and accounts payable were not recorded and accounted for.

Effect

During the course of our engagement, management identified material audit adjustments to the recorded account balances in the financial statements which, if not recorded, would have resulted in a material misstatement of the financial statements.

Cause

The timing of the accrual was during a transition period for new management making it difficult to implement this level of internal control to monitor year end accruals.

Recommendation

We recommend management and those charged with governance evaluate the internal control structure and consider changes as necessary that will ensure that the financial statements are free from potential material misstatements and allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis.

MAGNOLIA SCIENCE ACADEMY #1

Repeat Finding (Yes or No)

No.

Corrective Action Plan and Views of Responsible Officials

The Organization agrees that having an internal control system over monitoring the year end accruals is an important part of the Organization's overall internal control process. The Organization has created processes to monitor and implement these controls.

Financial Condition:

FY/ Source	Total Revenues	Total Expenditures	Net Operating Surplus (Deficit)	Working Capital Ratio	Debt To Net Assets Ratio	Ending Fund Balance	Any Reserves/ Is it Adequate
2020-21 Budget	10,785,540	\$9,873,677	\$911,863				
2020-21 Actuals As of 6/30/21	\$10,570,954	\$8,831,490	\$1,739,464	3.52	0.19	\$7,041,579	Yes/Yes

Results based on the above chart for **Magnolia Science Academy #1:**

- The charter has a current Net Operating surplus of \$1,739,464
- Charter's working capital ratio meets the current standard of 1.0 or greater to meet its current obligations
- The Debt to Net Assets Ratio is positive and meets the standard
- The ending fund balance is \$7,041,579
- Charter met the required reserves as of 6/30/2021

(Link to FCMAT)

[FCMAT Indicators of Risk or Potential Insolvency](#)

No FCMAT indicators were identified.

BUSINESS ADVISORY SERVICES DIVISION

Magnolia Science Academy #2

FISCAL ANNUAL REPORT

Financial Overview (FY 2020-21)

First Interim Report

Our analysis of the data provided indicates the Charter should be able to meet its financial obligations for the current year

Second Interim Report

Our analysis of the data provided indicates the Charter should be able to meet its financial obligations for the current year

References: Charter Letters dated (February 11, 2021 & April 26, 2021)

ANNUAL AUDIT (FY 2019-20)

The Auditor's opinion expressed in the Independent Auditors' Reports for this period for Magnolia Science Academy #2 financial statements result in an unmodified opinion.

Findings

YES NO NA

Implemented

YES NO NA

Related Party Transactions

YES NO NA

Outstanding Findings:

YES NO NA

Audit Adjustment

YES NO NA

MAGNOLIA SCIENCE ACADEMY #2

Annual Audit FY 2019-20 (cont.)

Related Party Transactions

Magnolia Educational and Research Foundation

The Organization is an integral part of Magnolia Educational and Research Foundation (Foundation), which also serves as Organization's Charter School Management Organization (CMO) that manages Organization's nonacademic operation such as financial, general administration, and human resource management. Organization's financial statements are included in the consolidated financial statements of Magnolia Educational and Research Foundation.

Administrative support provided to the individual schools and accounted for separately within the financial statements. School support uses a tier expense allocation structure based on student enrollment to calculate expenses to be charged out on each charter school.

Intercompany Receivable/Payable

Intercompany receivable/payable results from a net cumulative difference between resources provided by the home office account to each charter school and reimbursement for those resources from each charter school to the home office account. Operating transfers include certain costs of shared liabilities and shared assets between the Organization.

Audit Adjustment

Summarized below are net assets reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

NET ASSETS	
Balance, June 30, 2020, Unaudited Actuals	\$1,600,557
Decrease in:	
Accounts receivable	(87,746)
Accounts payable	64,057
Increase in:	
Prepaid expenses	106
Balance, June 30, 2020 Audited Financial Statements	<u>\$1,576,974</u>

Adjustments were made to the following activities – see page 25 of the FY 2019-20 audit.

MAGNOLIA SCIENCE ACADEMY #2

Financial Condition:

FY/ Source	Total Revenues	Total Expenditures	Net Operating Surplus (Deficit)	Working Capital Ratio	Debt To Net Assets Ratio	Ending Fund Balance	Any Reserves/ Is it Adequate
2020-21 Budget	\$6,207,757	\$5,990,333	\$217,424				
2020-21 Actuals As of 6/30/21	\$6,485,369	\$5,386,689	\$1,098,680	4.89	0.23	\$2,675,654	Yes/Yes

Results based on the above chart for **Magnolia Science Academy #2:**

- The charter has a current Net Operating surplus of \$1,098,680
- Charter's working capital ratio meets the current standard of 1.0 or greater to meet its current obligations
- The Debt to Net Assets Ratio is positive and meets the standard
- The ending fund balance is \$2,675,654
- Charter met the required reserves as of 6/30/2021

(Link to FCMAT)

[FCMAT Indicators of Risk or Potential Insolvency](#)

No FCMAT indicators were identified.

BUSINESS ADVISORY SERVICES DIVISION

Magnolia Science Academy #3

FISCAL ANNUAL REPORT

Financial Overview (FY 2020-21)

First Interim Report

Our analysis of the data provided indicates the Charter should be able to meet its financial obligations for the current year

Second Interim Report

Our analysis of the data provided indicates the Charter should be able to meet its financial obligations for the current year

References: Charter Letters dated (February 11, 2021 & April 26, 2021)

ANNUAL AUDIT (FY 2019-20)

The Auditor's opinion expressed in the Independent Auditors' Reports for this period for Magnolia Science Academy #3 financial statements result in an unmodified opinion.

Findings

YES NO NA

Implemented

YES NO NA

Related Party Transactions

YES NO NA

Outstanding Findings:

YES NO NA

Audit Adjustment

YES NO NA

MAGNOLIA SCIENCE ACADEMY #3

Annual Audit FY 2019-20 (cont.)

Related Party Transactions

Magnolia Educational and Research Foundation

The Organization is an integral part of Magnolia Educational and Research Foundation (Foundation), which also serves as Organization's Charter School Management Organization (CMO) that manages Organization's nonacademic operation such as financial, general administration, and human resource management. Organization's financial statements are included in the consolidated financial statements of Magnolia Educational and Research Foundation.

Administrative support provided to the individual schools and accounted for separately within the financial statements. School support uses a tier expense allocation structure based on student enrollment to calculate expenses to be charged out on each charter school.

Intercompany Receivable/Payable

Intercompany receivable/payable results from a net cumulative difference between resources provided by the home office account to each charter school and reimbursement for those resources from each charter school to the home office account. Operating transfers include certain costs of shared liabilities and shared assets between the Organization.

Audit Adjustment

Summarized below are net assets reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

NET ASSETS	
Net Assets, June 30, 2020, Unaudited Actuals	\$ 794,205
Increase in:	
Accounts receivable	(17,005)
Prepaid expenses	(333)
Accounts payable	<u>23,848</u>
Balance, June 30, 2020 Audited Financial Statements	<u>\$ 800,715</u>

Adjustments were made to the following activities – see page 24 of the FY 2019-20 audit.

Findings

2020-001 Code 40000

Criteria or Specific Requirements

According to the *California Education Code* Section 8482.4(c)(1), a charter that receives state funding for an after-school program must report attendance to the California Department of Education (CDE) semiannually. Such reporting must be supported by attendance records supporting student participation.

MAGNOLIA SCIENCE ACADEMY #3

Condition

The Organization compiles monthly summaries of student attendance for submission to the CDE. However, in reviewing one of the two school's monthly summary totals for the second semi-annual reporting period, it was noted that the Organization's monthly totals as summarized did not agree with what was reported on the semi-annual report. The CDE report for the second semi-annual report shows 4,114 students served for the Organization. In contrast, the monthly summary totals for July through December 2019 shows 4,119 students served for the Organization. This resulted in the Organization underclaiming the number of students served by five.

Questioned costs

Under the provisions of the program, there are no questioned costs associated with this condition. However, the number of students served appears understated by five students for the first semi-annual reporting period.

Context

The attendance condition was identified when the auditor selected one semi-annual reporting period dated July 2019 to December 2019. Auditor reviewed monthly summaries for the same period noting multiple exceptions as noted above.

Effect

In addition, the Organization was not compliant with Education Code Section 8482.4(c)(1) for the 2019-2020 fiscal year, since the number of students served as reported to the CDE is overstated when compared to supporting records.

Cause

The attendance condition appears to have resulted from inconsistent procedures utilized to track student attendance.

Recommendation

For accurate attendance reporting, the Organization should review procedures used to report the number of students served to the CDE to methods are consistent to allow for accurate reporting. Procedures for attendance should include an independent review of the sign out sheets, monthly summaries, and semi-annual reports prior to submitting them to the CDE.

Repeat Finding (Yes or No)

No

Corrective Action Plan and View of Responsible Officials

The Organization is taking steps to audit attendance from the sign-in and out sheets to the excel spreadsheets used to report the attendance. The attendance will be reviewed by another staff member in addition to the staff member preparing the data.

Financial Condition:

FY/ Source	Total Revenues	Total Expenditures	Net Operating Surplus (Deficit)	Working Capital Ratio	Debt To Net Assets Ratio	Ending Fund Balance	Any Reserves/ Is it Adequate
2020-21 Budget	\$6,472,333	\$6,404,521	\$67,812				
2020-21 Actuals As of 6/30/21	\$6,544,706	\$5,674,421	\$870,285	5.03	0.23	\$1,671,000	Yes/Yes

MAGNOLIA SCIENCE ACADEMY #3

Results based on the above chart for **Magnolia Science Academy #3:**

- The charter has a current Net Operating surplus of \$870,285
- Charter's working capital ratio does meet the current standard of 1.0 or greater to meet its current obligations
- The Debt to Net Assets Ratio is positive and meets the standard.
- The ending fund balance is \$1,671,000
- Charter met the required reserves as of 6/30/2021

(Link to FCMAT)

[FCMAT Indicators of Risk or Potential Insolvency](#)

No FCMAT indicators were identified.

BUSINESS ADVISORY SERVICES DIVISION

Magnolia Science Academy #5

FISCAL ANNUAL REPORT

Financial Overview (FY 2020-21)

First Interim Report

Our analysis of the data provided indicates the Charter should be able to meet its financial obligations for the current year.

Second Interim Report

Our analysis of the data provided indicates the Charter should be able to meet its financial obligations for the current year.

References: Charter Letters dated (February 11, 2021 & April 20, 2021)

ANNUAL AUDIT (FY 2019-20)

The Auditor's opinion expressed in the Independent Auditors' Reports for this period for Magnolia Science Academy #5 financial statements result in an unmodified opinion.

Findings

YES NO NA

Implemented

YES NO NA

Related Party Transactions

YES NO NA

Outstanding Findings:

YES NO NA

Audit Adjustment

YES NO NA

MAGNOLIA SCIENCE ACADEMY #5

Annual Audit FY 2019-20 (cont.)

Related Party Transactions

Magnolia Educational and Research Foundation

The Organization is an integral part of Magnolia Educational and Research Foundation (Foundation), which also serves as Organization's Charter School Management Organization (CMO) that manages Organization's nonacademic operation such as financial, general administration, and human resource management. Organization's financial statements are included in the consolidated financial statements of Magnolia Educational and Research Foundation.

Administrative support provided to the individual schools and accounted for separately within the financial statements. School support uses a tier expense allocation structure based on student enrollment to calculate expenses to be charged out on each charter school.

Inter-company Receivable/Payable

Intercompany receivable/payable results from a net cumulative difference between resources provided by the home office account to each charter school and reimbursement for those resources from each charter school to the home office account. Operating transfers include certain costs of shared liabilities and shared assets between the Organization.

Audit Adjustment

Summarized below are net assets reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

NET ASSETS

Balance, June 30, 2020, Unaudited Actuals	\$2,067,563
Increase (Decrease) in:	
Accounts Payable	47,213
(Increase) Decrease in:	
Accounts receivable	<u>(7,392)</u>
Balance, June 30, 2020, Audited Financial Statement	<u>\$2,107,384</u>

Adjustments were made to the following activities – see page 24 of FY 2019-20 audit.

MAGNOLIA SCIENCE ACADEMY #5

Financial Condition:

FY/ Source	Total Revenues	Total Expenditures	Net Operating Surplus (Deficit)	Working Capital Ratio	Debt To Net Assets Ratio	Ending Fund Balance	Any Reserves/ Is it Adequate
2020-21 Budget	\$4,245,842	\$3,919,116	\$326,726				
2020-21 Actuals As of 6/30/21	\$4,127,693	\$3,464,009	\$663,684	8.88	0.12	\$2,771,068	Yes/Yes

Results based on above chart for **Magnolia Science Academy #5:**

- The charter has a current Net Operating surplus of \$663,684
- Charter's working capital ratio does meet the current standard of 1.0 or greater to meet its current obligations
- The Debt to Net Assets Ratio is positive and meets the standard.
- The ending fund balance is \$2,771,068
- Charter met the required reserves as of 6/30/2021

(Link to FCMAT)

[FCMAT Indicators of Risk or Potential Insolvency](#)

No FCMAT indicators were identified.

Coversheet

Approval of Amended and Restated MPS Bylaws

Section: III. Action Items
Item: A. Approval of Amended and Restated MPS Bylaws
Purpose: Vote
Submitted by:
Related Material: Amended and Restated Bylaws (Feb. 2022).pdf



Board Agenda Item #	III A: Action Item
Date:	February 24, 2022
To:	Magnolia Public Schools – Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Alfredo Rubalcava, CEO & Superintendent
RE:	Approval of Amended and Restated MPS Bylaws

Proposed Board Motion

I move that the Board of Directors to approve the amended and restated Magnolia Educational & Research Foundation Bylaws.

Introduction

In 2021, Assembly Bill 824 was passed which authorizes that county boards of education and charter schools to appoint one or more high school pupils as members of their governing bodies. In response to the passage of the bill, the MPS Bylaws would have to be amended. YM&C provided the appropriate amendments to the Bylaws.

- Student (pupil) Board Members once elected would have “preferential voting rights” – formal expression of opinion would be recorded in the minutes and cast before the official vote of the Board of Directors, but shall not serve in the final numerical outcome of the vote.
- No involvement in Closed Session items, but would be provided all open session items.
- Pupil member is not counted for purposes of establishing quorum.
- The term of the pupil member shall be one year commencing on July 1st of each year.
- Students enrolled in ninth through twelfth grades are eligible for election to the Board of Directors as a pupil member and shall be elected by a vote of their peers.
- If the pupil member is not fulfilling their duties, the Board may appoint an alternate pupil member and if appointed, the Board shall suspend the prior pupil member’s rights and privileges related to service on the Board of Directors.

Further edits to the handbook include the creation of advisory committees:

- Board may create one or more advisory committees composed of directors and non-directors.

- The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Furthermore, a few grammatical changes were also included in the amendments to the Bylaws.

Analysis

Staff, in correlation with our attorneys, will further establish the policies and procedures of the pupil board member before going on full effect and will be adopted by a resolution that is forthcoming. The adoption of the amended MPS Bylaws will open the doors for Advisory Committees for the near future.

Budget Implications

N/A

Exhibits (Attachments):

- MPS Bylaws (Underlined Edits)

AMENDED AND RESTATED BYLAWS
OF
MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION

(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Magnolia Educational & Research Foundation.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 250 East 1st Street, Suite 1500, Los Angeles, 90012 California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purposes of this corporation are to provide community support in educational and research areas, which include, but are not limited to the following: managing, operating, guiding, directing and promoting public charter schools; conducting scientific research at K-12 schools and colleges to identify and implement successful education practices; promoting and discovering the research modules in scientific areas with applied and practicable methods to promote prospective scientists; coordinating international conferences/competitions in various fields of academic study. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Amended and Restated Bylaws of Magnolia Educational & Research Foundation Page 1 of 14
Adopted: 06/16/08 Amended: 04/19/12, 04/11/13, 12/12/13, 01/09/15, 02/16/15, 8/11/16, 10/26/16, 11/3/16,
10/11/18, 9/22/19, 2/24/22

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

**ARTICLE V
DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts, liabilities and all charter obligations of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for the public and/or charitable purposes of managing, operating, guiding, directing, promoting, and/or supporting one or more California public charter schools that serve students in grades K-12 and that has established its exempt status under Internal Revenue Code section 501(c)(3).

**ARTICLE VI
CORPORATIONS WITHOUT MEMBERS**

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law.

**ARTICLE VII
BOARD OF DIRECTORS**

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and

Amended and Restated Bylaws of Magnolia Educational & Research Foundation Page 2 of 14
Adopted: 06/16/08 Amended: 04/19/12, 04/11/13, 12/12/13, 01/09/15, 02/16/15, 8/11/16, 10/26/16, 11/3/16,
10/11/18, 9/22/19, 2/24/22

employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.
- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS. The number of directors shall be no less than three (3) and no more than eleven (11), unless changed by amendments to these bylaws. The exact number of directors shall be fixed within these limits by a Resolution of the Board. All directors shall be designated by the existing Board of Directors. [In addition to the number of directors otherwise prescribed by these Bylaws, pursuant to Education Code section 47604.2, the Board composition shall also include a seat reserved for a pupil member. All directors, except for the pupil member, shall have full voting rights, including any representative appointed by the chartering authority as consistent with Education Code Section 47604 \(c\). The pupil member shall have preferential voting rights. Preferential voting means a formal expression of opinion that is recorded in the minutes and cast before the official vote of the Board of Directors, but that shall not serve in determining the final numerical outcome of a vote.](#)

The Board of Directors commits to designating at least one (1) director who resides in each county where this corporation operates a charter school. The Board of Directors shall strive to recruit directors representing parents and the charter school communities, from diverse professional and ethnic backgrounds and commits to designating at least one (1) director representing parents at all times.

Section 4. RESTRICTION ON EMPLOYEE DIRECTORS. No current employees of the Corporation may serve on the Board of Directors.

Section 5. DIRECTORS' TERMS. Each director, [except for the pupil member](#), shall hold office for five (5) years and until a successor director has been designated and qualified. The terms of directors shall be staggered as determined by the Board. Staggering has been accomplished by the Board appointing directors on different dates. Staggering shall be maintained as directors shall be appointed to fill vacant seats at the expiration of each staggered term. [The term of the pupil member shall be one \(1\) year commencing on July 1 each year.](#)

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to nominate qualified candidates for [all non-pupil member Board seats for](#) designation to the Board of Directors at least thirty (30) days before the date of any designation of directors. The nominating committee shall make its report at least seven (7) days before the date of the designation or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list

Amended and Restated Bylaws of Magnolia Educational & Research Foundation Page 3 of 14
Adopted: 06/16/08 Amended: 04/19/12, 04/11/13, 12/12/13, 01/09/15, 02/16/15, 8/11/16, 10/26/16, 11/3/16,
10/11/18, 9/22/19, [2/24/22](#)

of all candidates nominated by committee. Any member of the community may also refer a potential candidate to the Board for consideration.

Pupils enrolled in a charter school managed by the Corporation in ninth through twelfth grades are eligible for election to the Board of Directors as the pupil member. The pupil member shall be elected by a vote of the students enrolled in a charter school operated by the Corporation in ninth through twelfth grades. If it is determined that the pupil member is not fulfilling their duties, the Board of Directors may appoint an alternate pupil member and if appointed, the Board shall suspend the prior pupil member's rights and privileges related to service on the Board of Directors.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be designated, no corporation funds may be expended to support a nominee.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; and (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by a simple majority of directors then in office at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the unanimous consent of the directors then in office, (b) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (c) a sole remaining director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the

authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. QUORUM. A majority of the directors then in office shall constitute a quorum. [The pupil member shall not be counted for purpose of establishing quorum.](#) If a quorum is present, the affirmative vote of the majority of the directors at the meeting shall be a decision of the Board of Directors. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. A majority of the directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place. Directors may not vote by proxy. The vote or abstention of each board member present for each action taken shall be publicly reported.

Section 15. COMPENSATION AND REIMBURSEMENT. Directors shall serve without compensation except that they shall be allowed reasonable advancement or reimbursement of actual reasonable expenses incurred in carrying out his or her duties. Directors shall not otherwise be compensated.

Section 16. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the [authorized number of directors then in office.](#) The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Amend or repeal bylaws or adopt new bylaws;
- d. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- e. Create any other committees of the Board of Directors or appoint the members of committees of the Board; or
- f. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or

[The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.](#)

Section 17. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may

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 10/11/18, 9/22/19, [2/24/22](#)

adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 18. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 19. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

Section 20. COMPLIANCE WITH CONFLICTS OF INTEREST LAWS. The Corporation shall comply with applicable conflict of interest laws, including the Political Reform Act of 1974 (Chapter 1 (commencing with Section 81000) of Title 9 of the Government Code) and Govt. Code § 1090 et seq.

ARTICLES VIII MEETINGS

Section 1. PLACE OF BOARD OF DIRECTORS MEETINGS. The Board of Directors will designate that a meetings be held in the county in which the greatest number of pupils enrolled in Magnolia Public Schools reside which is in compliance with the Ralph M. Brown Act and Education Code Section 47604.1(c)(4)(A). The Board of Directors will establish a two-way teleconference location at each of the corporation's charter school sites and each resource center in compliance with the Ralph M. Brown Act and Education Code Section 47604.1(c)(4)(B).

All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 2. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act. ("Brown Act") (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).

The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Directors.

Section 3. REGULAR MEETINGS. Regular meetings of the Board of Directors shall be held on the second Thursday of each month, unless the second Thursday of the month should fall on a legal holiday in which event the regular meeting shall be held at the same hour and place on the next business day following the legal holiday. At least 72 hours before a regular meeting, the Board of Directors, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 4. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer or a majority of the Board of

Directors. If a Chairman of the Board has not been elected, then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 5. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours' notice is given to each director and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 6. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the county in which the greatest number of pupils enrolled in the charter schools managed by the corporation reside;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

teleconference need not give their name when entering the conference call.²

Section 7. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

ARTICLE X OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and Chief Financial Officer, who shall be known as the "Treasurer." The corporation, at the Board's direction, may also have a Chairman of the Board, one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article X Section 4, of these bylaws.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

Section 8. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no President, the Chairman of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, if any, and subject to the control of the Board, the President shall be the general manager of the corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall preside at all Board of Directors' meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, or special and, if special, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 12. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (d) have such

other powers and perform such other duties as the Board or the bylaws may require.

If required by the Board, the Treasurer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

Section 13. VICE-CHAIRMEN. One Vice-Chairman of the Board of Directors will be assigned to each county in which a charter school operated by the corporation is located.

**ARTICLE XI
CONTRACTS WITH DIRECTORS**

Section 1. CONTRACTS WITH DIRECTORS. In compliance with Government Code Section 1090 et seq., the corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

**ARTICLE XII
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES**

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

Section 2. AGAINST NEPOTISM. If a member of an officer's or employee's immediate family is to be hired to work in a position directly subordinate or supervisory to the officer or employee, that fact should be disclosed in advance to the Board of Directors so that a determination can be made whether to permit an exception to the normal prohibition against nepotism.

**ARTICLE XIII
LOANS TO DIRECTORS AND OFFICERS**

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

**ARTICLE XIV
INDEMNIFICATION**

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

**ARTICLE XV
INSURANCE**

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

**ARTICLE XVI
MAINTENANCE OF CORPORATE RECORDS**

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

**ARTICLE XVII
INSPECTION RIGHTS**

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to

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the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XVIII REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. The corporation shall comply with the reporting requirements of Corporations Code Section 6322.

ARTICLE XIX BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall make any provisions of these Bylaws inconsistent with the corporation's Articles of Incorporation, or any laws. The Board of Directors may only amend these Bylaws provisions fixing the authorized number of directors or establishing procedures for the nomination or appointment of directors by unanimous vote of all directors then in office. This section may only be amended by the unanimous vote of the all the directors then in office.

ARTICLE XX FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on

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July 1st and end on June 30th of each year.

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10/11/18, 9/22/19, 2/24/22

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Magnolia Educational & Research Foundation, a California nonprofit public benefit corporation; that these amended and restated bylaws, consisting of **13** pages, are the bylaws of this corporation as adopted by the Board of Directors on ~~September~~ February 24, 2022; and that these amended and restated bylaws have not been amended or modified since that date.

Jennifer Lara, MPS Board Secretary

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