



Magnolia Public Schools

Regular Board Meeting

Date and Time

Thursday June 8, 2023 at 6:30 PM PDT

Location

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

Access to the Board Meeting

Any interested parties or community members from remote locations may attend the meeting at any Magnolia Science Academy school, or the addresses where Board Members are joining from. Dialing information is included below:

By dialing into; 1.669.444.9171

Meeting ID: 978 5606 4990 - **Passcode:** 021250

- 305 Cherry Drive, Pasadena, CA 91105 (Mr. Daniel Sheehan)

Zoom: <https://zoom.us/j/97856064990?pwd=MHhBZCtGT0xEMIZpNEZQZVJ3RDZBPz09>

Accessibility

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. Please contact Jennifer Lara at 213-628-3634 or email jlara@magnoliapublicschools.org with such requests.

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.

Public Comment Procedures

Magnolia Public Schools greatly values public comment during Board meetings. For members of the public who would like to speak, please fill out the Public Speaker Form which can be accessed at magnoliapublicschools.org, there will also be speaker cards to be filled out prior to the beginning of the meeting. By law, the Board is only allowed to discuss or take action on items listed on the agenda. The Board may, at its discretion, refer a matter to MPS staff or add the issue to a future board meeting date for discussion. Public speakers are limited to three (3) minutes and speakers with interpreters up to six (6) minutes.

Please note that the agenda item times for when that item will be discussed or taken action on is subject to change on the day of the Board meeting to accommodate public speaker times indicated above. For any questions regarding this meeting please email board@magnoliapublicschools.org or call (213) 628-3634 ext. 21101.

Board Members:

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

CEO & Superintendent:

Mr. Alfredo Rubalcava

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:30 PM
Opening Items			
A. Call the Meeting to Order			1 m
B. Pledge of Allegiance			1 m
C. Record Attendance and Guests			1 m
D. Approval of Agenda	Vote		1 m

	Purpose	Presenter	Time
E. Public Comments			5 m
F. Approval of Minutes from MPS Regular Board Meeting - May 18, 2023	Approve Minutes		1 m
II. Consent Items			6:40 PM
A. Approval of Revised MPS Home Visit Policy	Vote	David Yilmaz	3 m
B. Approval of Updated MPS Health and Safety Policy	Vote	Suat Acar	3 m
III. Closed Session			6:46 PM
A. Public Announcement of Closed Session	FYI		1 m
B. Public Employee Performance Evaluation (§ 54957) - Title: CEO & Superintendent			40 m
C. Employee Discipline/Dismissal/Release			25 m
D. Report Out of Closed Session	FYI		1 m
IV. Student Board Member			7:53 PM
A. Selection of Magnolia Public Schools Student Board Member	Vote	Jason Hernandez	10 m
V. Information/Discussion Items			8:03 PM
A. Public Hearing for Local Control and Accountability Plans (LCAP) for All MPS	Discuss	David Yilmaz	15 m
B. Public Hearing for 2023-24 Budgets for All MPS	Discuss	Steve Budhraj	25 m
C. Enrollment Recruitment and Retention Action Plans	Discuss	Brenda Lopez	10 m
VI. Action Items			8:53 PM
A. Approval of Self-Evaluation and Transition Plan for ADA Compliance for MSA-7	Vote	Patrick Ontiveros	10 m

	Purpose	Presenter	Time
B. Review and Approval of Resolution for Reduction in Force at MSA-3, MSA-Santa Ana, and MSA-San Diego	Vote	Suat Acar	10 m
C. Approval of Independent Study Policy & Master Agreement	Vote	Will Gray	5 m
D. Approval of Expansion of College Application Fee Policy	Vote	Will Gray	5 m
VII. Closing Items			9:23 PM
A. Adjourn Meeting			1 m

Coversheet

Approval of Minutes from MPS Regular Board Meeting - May 18, 2023

Section: I. Opening Items
Item: F. Approval of Minutes from MPS Regular Board Meeting - May 18, 2023
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Board Meeting on May 18, 2023

APPROVED



Magnolia Public Schools

Minutes

Regular Board Meeting

Date and Time

Thu May 18, 2023 at 6:00 PM

Location

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

Board Members:

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

CEO & Superintendent:

Mr. Alfredo Rubalcava

Directors Present

D. Gonzalez, D. Sheehan (remote), E. Eldem Tunc, M. Muhammedov, S. Covarrubias, S. Dikbas (remote), U. Yapanel

Directors Absent

None

Directors who arrived after the meeting opened

D. Sheehan, M. Muhammedov

Directors who left before the meeting adjourned

U. Yapanel

I. Opening Items

A. Call the Meeting to Order

S. Covarrubias called a meeting of the board of directors of Magnolia Public Schools to order on Thursday May 18, 2023 at 6:26 PM.

B. Pledge of Allegiance

Meeting participants and guests did the pledge of allegiance.

C. Record Attendance and Guests

Refer to attendance information recorded above.

D. Approval of Agenda

U. Yapanel made a motion to approve the amended agenda with the removal of Action Item IV B.

D. Gonzalez seconded the motion.

A.Rubalcava, CEO & Superintendent, reported out the removal of the agenda item.

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

Roll Call

D. Gonzalez	Aye
E. Eldem Tunc	Aye
D. Sheehan	Absent
S. Dikbas	Aye
U. Yapanel	Aye
M. Muhammedov	Absent
S. Covarrubias	Aye

E. Public Comments

Hugo Hernandez, community member, commented that he is a parent of two children who attended charter schools clarifying that they did not attend a MPS school. He commented on the importance of education in charter schools and shared that he leads the effort to ensure parent engagement becomes a central focus in charter systems. He commended MPS in the efforts of communicating Board meetings to parents and posting them at all schools. He added that the process of signing up to make a public comment and the website were easy to view and follow. He expressed to continue the efforts to expand parent roles and spoke about the struggles parents face.

Caitlin Wright, MSA-San Diego teacher, addressed certain concerns to the current grading system. The system was to aid students during the pandemic, and shared that now that students are back in the classrooms, changes to that policy should be made to hold students accountable.

Kim Geiger, MSA-1 teacher, also addressed the grading system at her school sharing the same sentiment.

The Board addressed the public commenters that they will take feedback and instruct staff to follow-up with these concerns made.

F. Approval of Minutes from MPS Regular Board Meeting - April 13, 2023

D. Gonzalez made a motion to approve the minutes from Regular Board Meeting on 04-13-23.

U. Yapanel seconded the motion.

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

Roll Call

S. Dikbas	Aye
U. Yapanel	Aye
E. Eldem Tunc	Aye
M. Muhammedov	Absent
S. Covarrubias	Aye
D. Sheehan	Absent
D. Gonzalez	Aye

II. Consent Items

A. Approval of Teaching MOU Renewal Between California State University Dominguez Hills & Magnolia Public Schools

U. Yapanel made a motion to approve the renewal agreement between Magnolia Public Schools (MPS) & California State University Dominguez Hills (CSUDH) for the term 2023-2026.

S. Covarrubias seconded the motion.

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

Roll Call

S. Dikbas	Aye
M. Muhammedov	Absent
U. Yapanel	Aye
D. Gonzalez	Aye
D. Sheehan	Absent
E. Eldem Tunc	Aye
S. Covarrubias	Aye

B. Approval of CTC Form CL-500 Declaration of Need (Emergency Permits)

D. Gonzalez made a motion to approve the Commission on Teaching Credential (“CTC”) Form CL-500 Declaration of Need for all Magnolia Public Schools (Magnolia Science Academy-1 through 8, Santa Ana, and San Diego) for the 2023-24 school year.

E. Eldem Tunc seconded the motion.

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

Roll Call

D. Gonzalez	Aye
D. Sheehan	Absent
M. Muhammedov	Absent
S. Dikbas	Aye
S. Covarrubias	Aye
E. Eldem Tunc	Aye
U. Yapanel	Aye

III. Information/Discussion Items

A. Elections for Student Board Member

M. Muhammedov arrived at 6:57 PM.

Student finalists for the Student Board Member position gave a presentation to the Board & public for their interest in the position for 2023-2024 school year. The students from MSA-1, MSA-2, MSA-5, and MSA-Santa Ana were chosen as the finalists through school elections held where they received the majority vote from their student peers. Students were asked questions from the Board. The students will join the June 8th Regular Board Meeting to announce who the selected Student Board Member is.

B. Magnolia Public Schools Community Schools Initiative: Authentic Community Engagement

D. Sheehan arrived at 7:39 PM.

B.Lopez, Chief External Officer, shared information regarding the community schools initiative that started this school year. She stated the three main values are; Connection, Excellence & Innovation with the main pillar being Connection with families. In 2021, a \$3 billion dollar investment by state of California went to creating more community schools. In 2022, MPS applied for nine out of the ten schools to be awarded the planning grant, which came to \$1.8 million for the schools to start the work. In 2023, MSA-San Diego become 10th school to be awarded the planning grant. She announced that the State Board of Education approved eight of the schools to be awarded almost \$10 million for implementation grants. She gave the floor to the parents, students and Community Schools Coordinators that were present in person and through zoom to share their testimony and the impact from this initiative.

C. Grows, Glows & Priorities Presentations

MSA-Santa Ana & MSA-San Diego gave their glows, grows and priorities presentations for their school sites. Board questions were addressed by staff.

D. Glows, Grows and Priorities Update

M.Avsar, Principal at MSA-4, provided an update about their enrollment and efforts to reach their goals since they last presented their Glows, Grows & Priorities. Over the course of this time, MSA-4 staff reached out to their current families and students for feedback in improving the school's programs. They completed a number of home visits and through those visits they received a few enrollments from other family members interested. He mentioned that they held an Open House on May 6th and plan to hold another on May 27th. Out of the 30+ new enrollments some were middle school grade and others for high school grade. He added that their school met with the Academic Department and other Home Office staff to open the door to enroll middle school students. He shared that the enrollment trajectory for this school is going well and are aiming to hit above their enrollment projection with more work and outreach. Additionally, MSA-4 was featured in the news in which they received interests from other parents wanting to enroll their child. A.Rubalcava, CEO & Superintendent, added feedback received from the Educational Partner survey in which parents indicated the distance of where the school is now and space issues. He further added that M.Avsar & E.Veloz, are strong MSA-4 administrators and with the assistance of the Home Office will manage to meet the demands from their parents. He provided updates regarding possible new locations for the school, but will know more towards the end of this year. Board Members questions were addressed by staff and will await for more updates.

E. 403b & 457 Plans for MPS Wide Implementation

S.Budhraj, Chief Financial Officer, presented along with Joe Faye Sr. from Allied Wealth Partners. Currently, MPS has a 401k plan, limited to a select employees. The ask was made to look at other options that would aim to support all MPS employees. They looked at a 403b plan along with a 457 plan. This presentation is aimed to inform of the plan to look at alternative retirement plan options to benefit all employees and this item will come to the Board again with more information and updates. Joe Faye Sr. defined 403b and 457 plans and explained MPS current plan and its limitations. Board questions were addressed by staff and by Joe Faye Sr. Staff will bring back further analysis given the Boards asks for more information and estimates.

F. ClassWallet Tool Implementation to Improve Organizational Needs

S.Budhraj, Chief Financial Officer, introduced ClassWallet tool which came after conversations and feedback received from school site principals about procurements and the delay in getting items approved and purchased for their schools and other challenges they face. Finance Department looked for a solution which S.Budhraj presented the ClassWallet tool app. He added that this application is used by other schools and entities. It allows principals to have \$1,000 to make school purchases with ease and ensuring that all purchases are backed with a paper trail to ensure there is back up for audits. The Finance Departments will view everything in real time and is easily viewed for Finance

Department to flag any inaccuracies or issues. Board Members questions were addressed by staff.

IV. Action Items

A. Approval of 2023-24 School Calendars for all Magnolia Public Schools

D.Yilmaz, Chief Accountability Officer, presented the school calendars for the 2023-24 school year. He went over the analysis to ensure the instructional minutes requirement. Staff developed the calendars in collaboration with the school leadership teams who have sought feedback from their educational partners. They also looked at LAUSD, SDUSD, and SAUSD calendars and were carefully considered while finalizing the calendars. Public comments made and Board members questions were addressed by staff. Staff will look into their communication timeline to ensure teachers are informed.

U. Yapanel made a motion to approve the 2023-24 School Calendars for all Magnolia Public Schools (MPS).

D. Gonzalez seconded the motion.

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

Roll Call

M. Muhammedov Aye

E. Eldem Tunc Aye

S. Dikbas Aye

S. Covarrubias Aye

D. Sheehan Aye

U. Yapanel Aye

D. Gonzalez Aye

U. Yapanel left at 9:41 PM.

B. Approval of Resolution Empowering MPS CEO & Superintendent to Make Necessary Moves for Staffing and Organizational Changes

Item was removed during the approval of agenda.

C. Approval of Award of Contract for Asbestos and Lead Based Paint Abatement and Demolition at 7111 Winnetka Ave.

M.Muhammedov, Board Chair & Chair of the Audit & Facilities Committee, reported out of the Committee's discussion for this item in which the Committee approved for their recommended approval to the full Board. He added that the same contractor worked on a similar project for MSA-1. M.Sahin, Project Manager, added further information about the proposals received and that this location is the property for MSA-5. P.Ontiveros, General Counsel & Director of Facilities, added that their intent is to get a jumpstart on the demolition process by doing their due diligence and moving forward with the process.

M. Muhammedov made a motion to approve the award of a contract for (1) asbestos and lead based paint abatement and (2) site demolition for the Magnolia Science Academy—5 ("MSA-5") new Construction Project at 7111 Winnetka Street to Interior Demolition

(together, the “Project”) for a total fee of \$309,424.22 (\$229,954.22 for demolition and \$79,470.00 for asbestos abatement) and further approve that staff be authorized to negotiate and sign a professional services contract for said services in such form as staff may deem appropriate and in the best interests of Magnolia Public Schools.

D. Gonzalez seconded the motion.

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

Roll Call

M. Muhammedov	Aye
U. Yapanel	Absent
D. Gonzalez	Aye
S. Dikbas	Aye
E. Eldem Tunc	Aye
D. Sheehan	Aye
S. Covarrubias	Aye

D. Approval of Acceptance of Title Transfer to 7111 Winnetka Ave from MPM Sherman Winnetka LLC

M.Muhammedov reported out of the Committee's discussion for this item in which the Committee approved for their recommended approval to the full Board. He added context regarding the purchasing of this the facility for MSA-5. P.Ontiveros, General Counsel & Director of Facilities, added that MPS was given an award by the Office of Public School Construction to purchase the property to build a campus. He added that to use those funds the appropriate entity would need to hold title in which title is held by LLC. That title would need to be transferred to Magnolia in order to move forward with the asbestos abatement and demolition to ensure those expenses are eligible expenses under the award.

D. Gonzalez made a motion to approve the purchase by Magnolia Public Schools of title to the property located at 7111 Winnetka Ave (the “Property”) from MPM Sherman Winnetka LLC (“MPM LLC”) for the benefit of Magnolia Science Academy-5 (“MSA- 5”) using the proceeds from MSA-5’s award under the Charter School Facilities Program upon receipt of the advanced release of site acquisition funds.

M. Muhammedov seconded the motion.

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

Roll Call

M. Muhammedov	Aye
D. Sheehan	Aye
U. Yapanel	Absent
E. Eldem Tunc	Aye
D. Gonzalez	Aye
S. Dikbas	Aye
S. Covarrubias	Aye

V. Closed Session

A.

Public Announcement of Closed Session

M.Muahmmedov announced that the Board will be going into closed session to discuss Public Employee Performance Evaluation for the CEO & Superintendent and would report out in any actions that may be taken.

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

This item was discussed in Closed Session.

C. Report Out of Closed Session

M.Muhammedov announced in Open Session at 11:59pm that the Board discussed this matter.

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 12:00 AM.

Respectfully Submitted,
M. Muhammedov

Coversheet

Approval of Revised MPS Home Visit Policy

Section: II. Consent Items
Item: A. Approval of Revised MPS Home Visit Policy
Purpose: Vote
Submitted by:
Related Material: II_A_Revised MPS Home Visit Policy.pdf

Agenda Item:	II A: Consent Item
Date:	June 8, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	David Yilmaz, Chief Accountability Officer
RE:	Approval of Revised MPS Home Visit Policy

1. Action Proposed:

I move that the Board approve the revised Magnolia Public Schools Home Visit Policy.

2. Purpose:

We would like to continue to conduct virtual home visits and compensate our staff members for virtual home visits.

3. Background:

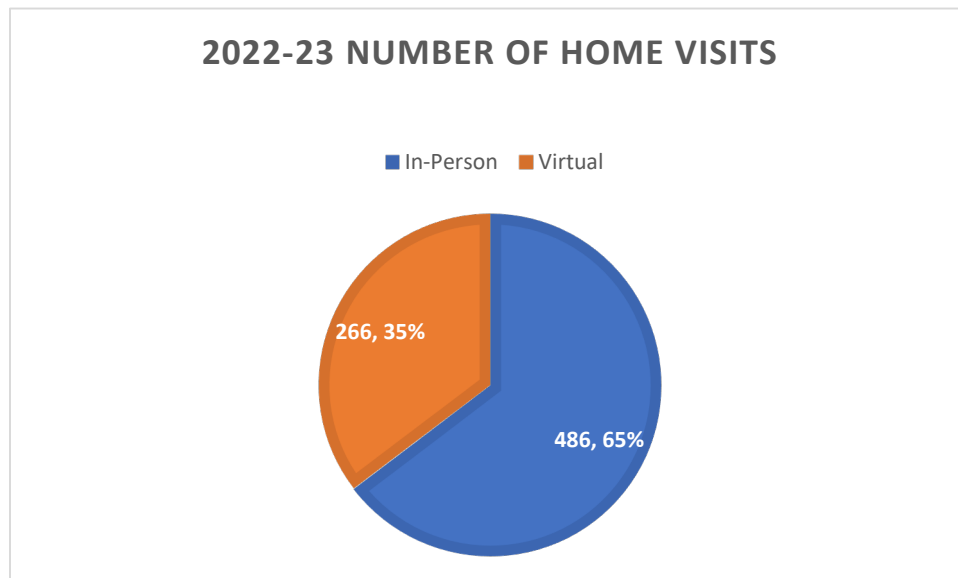
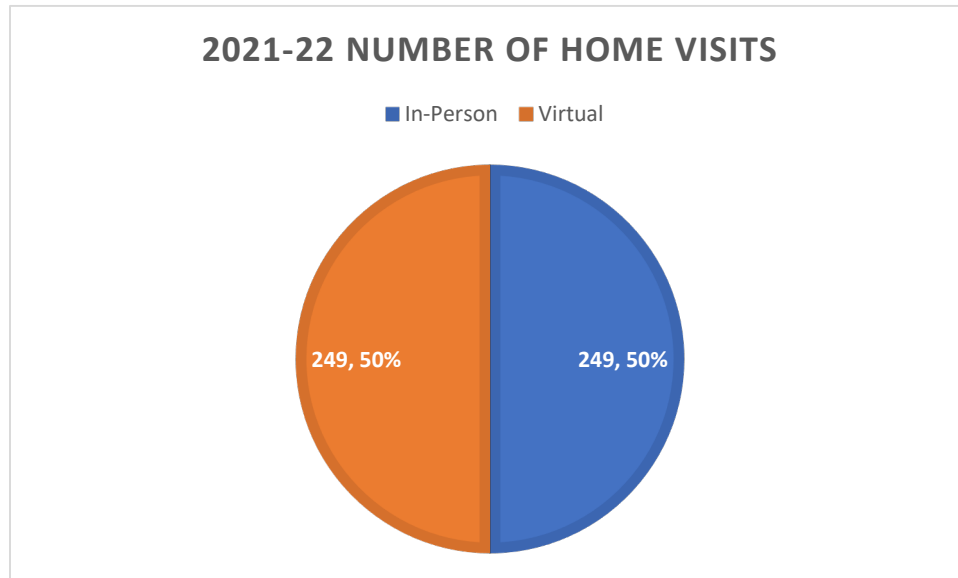
Home Visit Program

Home Visit is a signature MPS program that is consistently implemented by our teachers, school leaders, and staff across MPS. Each school sets a desired target in their LCAP for home visits, such as 20% of students will be visited at their home, and checks progress during the year. For the 2022-23 school year, MPS has exceeded its target for home visits. **(Target: 17.0% Actual: 23.2%)**

The practice of in-person and virtual home visits makes it possible for our staff to connect with our students and their families on a personal basis. MPS continues to encourage and monitor home visits done in-person and virtually. The following tables and figures show the number of home visits made (in-person and virtual combined) and percentage of students home visited by each school in 2022-23 as of May 12, 2023.

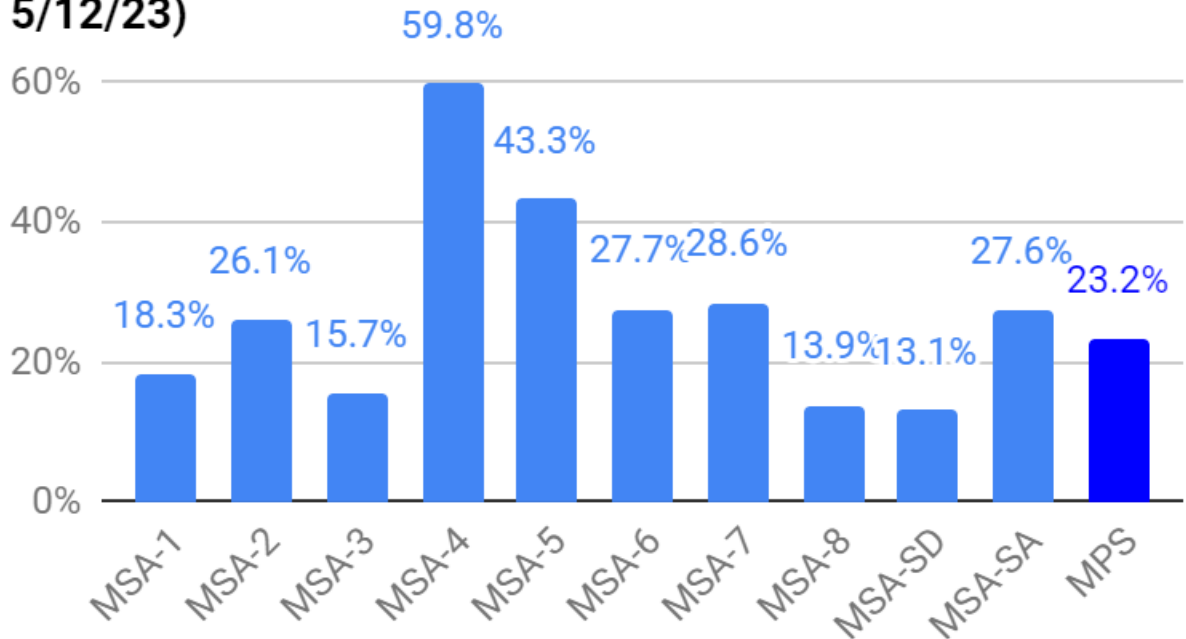
Year	# of Home Visits			# of Students Who Have Been Home-Visited		
	TOTAL:	In-Person	Virtual	TOTAL:	In-Person	Virtual
2021-22	498	249	249	522 (14.3%)	258	264
2022-23	752	486	266	829 (23.2%)	536	293

MPS staff made 752 home visits (486 in-person and 266 virtual), reaching 829 students (536 in-person and 293 virtual) that makes 23.2% of our student body. (The rate was 14.3% in 2021-22 and 13.6% in 2020-21.)



	2020-21: (As of 4/16/21)	2021-22: (As of 5/13/22)	2022-23: (As of 5/12/23)	2023-24: (As of 5/xx/24)	2021-22: Desired Outcome for Year 1	2022-23: Desired Outcome for Year 2	2023-24: LCAP Desired Outcome for Year 3	2022-23: (As of 5/12/23)				Exceede d Target by	On Target ?
	LCAP Baseline (Locally Reported)	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome				Current Enrollment	# of Home Visits Made	# of Students Home Visited	Percentage		
MSA-1	9.0%	9.9%	18.3%		10.0%	15.0%	20.0%	698	128	128	18.3%	3.3%	Y
MSA-2	22.1%	16.6%	26.1%		20.0%	22.0%	25.0%	510	133	133	26.1%	4.1%	Y
MSA-3	10.9%	14.7%	15.7%		15.0%	17.0%	20.0%	364	57	57	15.7%	-1.3%	Y
MSA-4	45.0%	32.1%	59.8%		25.0%	25.0%	25.0%	107	58	64	59.8%	34.8%	Y
MSA-5	11.4%	34.2%	43.3%		15.0%	17.0%	20.0%	233	96	101	43.3%	26.3%	Y
MSA-6	26.1%	25.8%	27.7%		25.0%	25.0%	25.0%	94	25	26	27.7%	2.7%	Y
MSA-7	13.7%	8.3%	28.6%		15.0%	17.0%	20.0%	266	47	76	28.6%	11.6%	Y
MSA-8	18.7%	2.1%	13.9%		15.0%	17.0%	20.0%	382	53	53	13.9%	-3.1%	Y
MSA-SD	5.1%	8.1%	13.1%		10.0%	15.0%	15.0%	419	48	55	13.1%	-1.9%	Y
MSA-SA	8.7%	19.8%	27.6%		10.0%	15.0%	20.0%	493	107	136	27.6%	12.6%	Y
MPS	13.6%	14.3%	23.2%		15.0%	17.0%	20.0%	3,566	752	829	23.2%	6.2%	Y

2022-23 Percentage of Students Home Visited (Updt. 5/12/23)



Past Amendments to the Home Visit Policy:

MPS adopted its Home Visit Policy on 10/9/14 and amended it on the following dates:

Date of Amendment:	Amendments:
1/21/16	<ul style="list-style-type: none"> • <u>Compensation:</u> Compensation for in-person home visits was added.
6/11/20	<ul style="list-style-type: none"> • <u>Compensation:</u> Compensation was clarified for the three different groups of employees: teachers and non-classroom based academic positions, school leaders, and classified staff. The reason for the change was the need to be consistent with the classified staff's hourly rates, to ensure required pre-approval for any overtime, and to afford more home visits within the school's home visit budget.
11/12/20	<ul style="list-style-type: none"> • <u>Virtual Home Visits:</u> The main change to the policy is the addition of virtual home visits; Virtual Home Visit Procedures and Etiquette section was added. • <u>Compensation:</u> The compensation of \$25 per virtual home visit was added for the 2020-21 FY, to be revisited for the 2021-22 FY. • <u>Hours:</u> The statement that home visits by the teachers and non-classroom-based academic positions are to be done after work hours unless pre-approved by the principal was added. • <u>Number of staff:</u> The number of staff members to be compensated per visit was clarified. • <u>Pre-approval:</u> It was clarified that all home visit types and locations (in-person in the student's home, in-person somewhere in the community, or virtual) must be pre-approved by the principal.
9/9/21	<ul style="list-style-type: none"> • <u>Virtual Home Visits:</u> The only change was the approval of compensation for virtual home visits for the 2021-22 FY, to be revisited for the 2022-23 FY.
2/10/22	<ul style="list-style-type: none"> • <u>Compensation:</u> Compensation was added for school leaders (principals, APs, and deans).
9/8/22	<ul style="list-style-type: none"> • <u>Virtual Home Visits:</u> The only change was to extend the compensation for virtual home visits for the 2022-23 FY, to be revisited for the 2023-24 FY.

4. Analysis:

MPS conducted 752 home visits in 2022-23, of which 266 (35%) were virtual. Compared to 2021-22, the percentage of in-person home visits out of all home visits increased from 50% to 65%. MPS encourages in-person home visits; however, we would like to keep virtual home visits as an option where health and safety may still be a concern and/or parents do not feel comfortable with an in-person visit. The Home Office has held discussions with the school administrators and the general consensus is to keep the virtual visits as an option where an in-person home visit is not feasible. As stated in the policy, all home visit types and locations (in-person in the student’s home, in-person somewhere in the community, or virtual) must be pre-approved by the principal.

Proposed Amendment:

The only change proposed to the policy is the continued approval of compensation for virtual home visits until the Board rescinds it.

Current Language	Proposed Language
Compensation for virtual home visits has been approved for the following fiscal years: 2020-21 through 2022-23. (To be revisited for the 2023-24 FY.)	Compensation for virtual home visits has been approved by the Board starting with the 2020-21 FY and will remain in effect until the Board rescinds it.

5. Impact:

This action is recommended by the school leaders and the MPS Home Office team. Families also appreciate virtual home visits when health and safety may still be a concern and/or parents do not feel comfortable with an in-person visit. We expect that our schools will reach their home visit targets with the continued compensation for virtual home visits.

6. Budget Implications:

N/A

7. Exhibits:

1. Student Policies - MPS Home Visit Policy 20230608

MAGNOLIA PUBLIC SCHOOLS (MPS) HOME VISIT POLICY

I. Introduction

Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Additionally, among one of the most critical factors to supporting resilience in children is close relationships with competent caregivers or other caring adults. Knowing students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter children. Recognizing these facts, MPS uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.

II. Why Home Visits?

Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students. MPS teachers visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles and their environment outside of the traditional school setting. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.

Family Involvement:

Research clearly shows that school programs that emphasize family involvement and relate well to their community have students who outperform those in schools lacking these qualities. Not only do students flourish, but also the schools are strengthened when families seize an active interest in their children's education. The results include (a) improved academic achievement, (b) better attendance, improved behavior, (c) higher quality of education, and (d) safe and disciplined learning environment.

Research by the Southwest Educational Developmental Laboratory found a positive and convincing relationship between family and community involvement and benefits to students, including academic achievement. Studies concluded that students with involved parents, no matter what income level or background, are more likely to have success in school.¹

For most students, home and school are two different domains. Especially for minority students even the people, languages, foods, rules, duties, and concerns are different in these two worlds. Parents and the teachers are critical partners in educating the "whole child." However, parent conferences and other school-hosted meetings do not provide sufficient means for the parties to communicate enough and effectively and to show the student that they are on the same team. Home visits are the teachers' attempt to break the virtual border between the partners, which is most of the time successful.

Personal Connections:

¹ Source: <http://www.sedl.org/connections/resources/evidence.pdf>

Key to a child's school success are the relationships established between the teacher and student, and the teacher and the student's family. Family visits offer a good way to develop these relationships on safe, "home" territory. Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school (Epstein 1998; Heath, 1983; Moll, Amanti, Neff, & González, 1992). Knowing students' outside interests, families, and home routines, and then using this information to connect in meaningful ways can have huge rewards in helping to construct happier, healthier, and smarter kids.²

Proactive or Remedial?

MPS aims to be proactive in terms of prevention and teaching appropriate behavior by means of character education and college counseling classes and the active participation of teachers by setting up role models for the students and by effective communication through home visits.

As the famous saying goes, a good start leads to a great finish. The most important time of the academic year for the students is the beginning, which mostly determines the end of year results. A home visit at the beginning of the year will help students succeed.

Home visits also ease teachers' job substantially. Investing time visiting the homes of prospective or new students results in saving a lot of time throughout the year which would otherwise be spent on fixing problems and a healthy, stress-free academic year. Teachers can focus on raising the quality of their education instead of trying to minimize problems and maintain a healthy personal life.

III. Home Visit Specifics

Which students?

MPS aims to visit not only low-achieving students but all our students because every student benefits from home visits. Often, home visits reveal new ways or opportunities that school can offer to a high-achieving student in order for him/her to thrive more. Visit preferences in the case of limited resources (staff, time, etc.) will be given in the following order (some students may fall into multiple categories):

- New students
- Low-achieving students
- Seniors (for college guidance)
- Student Groups: Foster Youth (FY), Students with Disabilities (SWD), English Learners (EL), Low Income/Socioeconomically Disadvantaged (SED), Children/Youth Experiencing Homelessness
- All other students

Some parents may reject home visits due to their home condition or other reasons. For such parents/guardians, MPS will arrange other ways of communication, including but not limited to, inviting the parent/guardian to school or meeting at a public place.

² Source: <http://crede.berkeley.edu/research/pdd/pb1.shtml>

How often?

Students may be visited once a year or more, depending on circumstances. Each MPS school site will set annual percentage targets for home visits, depending on their resources.

Scheduling

Scheduling can be done in person, through phone, email, mail, or other means. Usually parent orientation meetings, back to school nights, parent-teacher conferences, and other parent involvement activities provide opportunities to schedule home visits in person.

Who Can Do a Home Visit?

Teacher, administrator, counselor, education specialist, nurse, attendance liaison, parent liaison, outreach consultant, and any MPS staff person informed of the home visit policy and procedures.

Principal's Approval

All home visit types and locations (in-person in the student's home, in-person somewhere in the community, or virtual) must be pre-approved by the principal.

Compensation

Visits will be compensated for until the school budget for home visits has been exhausted. Typical home visit compensation capacity is two staff members per visit, not to exceed three persons unless pre-approved by the principal.

Each staff member will be compensated as follows:

- Teachers, non-classroom-based academic positions, and school leaders (principals, APs, and deans):
 - \$50 per home visit made in person.
 - \$25 for virtual home visits³
 - Home visits are to be made after work hours unless pre-approved by the principal.
- Classified staff:
 - Paid based on their hourly rates; all visits must be pre-approved by the principal.
 - Classified staff should make home visits during their work hours; visits made after work hours and any overtime payment must be pre-approved by the principal before the visit is made.

Employees will be reimbursed for mileage driven to and from the student's home from their school location. All visits, including follow-up visits, will be compensated. A Home Visit Form needs to be completed and submitted by the staff member(s) in order to receive compensation. Compensation will be paid on the next paycheck following the home visit. Mileage must be submitted in MPS' expense management system and will be paid on the next paycheck following approval.

³ Compensation for virtual home visits has been approved by the Board starting with the 2020-21 FY and will remain in effect until the Board rescinds it.

IV. **Home Visit Procedures**

➤ **Before the Visit:**

Parent/Guardian Notification

- Contact family a week to 10 days in advance of the visit and follow up with a phone call.
- Convey purpose of the visit.
- Time options and days should be available to best meet the needs of individual parents.
- Home visits must occur in the student's home unless the family feels more comfortable meeting somewhere in the community (i.e., café, library, conference room, etc.) and will be pre-approved by the principal.

Review of Student's Background

- Review student's records, family history, and cultural background as available in student's file.
- If possible, observe student interaction with staff and peers outside of the traditional setting of interaction between the staff member and student (i.e., during nutrition, lunch, or during another class period.)
- Check and accommodate for special needs (e.g., translation, etc.)

Developing a Plan for the Visit

- Plan your route to visit and know your destination.
- Leave schedule of home visits with the office staff. Inform them of any changes to your schedule.
- Take necessary records, forms, paperwork, and informational material with you. Ex: emergency card, attendance record, grade report, resources, brochures, etc.
- Review the Home Visit Procedures, Etiquette, and Safety Tips.
- Review the Professional Boundaries: Staff/Student Interactions Policy in the Employee Handbook.
- Schedule to be on time.

➤ **Arrival:**

- Set the tone (warm introduction, thank family for time and participation, etc.)
- Establish rapport/develop caring relationship.
- Include all family members in the home who would like to participate.

➤ **During the Visit**

- A parent or guardian must be present, and the employee should never be left alone with the student or any other minors.
- Review purpose of visit; allow family input.

- Keep good eye contact, sit near the parent, look at and relate to them, talk to child(ren).
 - Get to know the family. Ask open ended questions that are school appropriate such as “Tell me about your child. What does he/she like best about school? Do you have any concerns?” to elicit feedback from parents regarding student’s interests, concerns, and progress in program and at home.
 - Be sensitive to cultural, religious, political differences with families and avoid such personal/sensitive discussions or oversharing.
 - Establish social connection; be a good model when you interact with them by being willing to share about yourself in an appropriate and professional way.
 - Observe family interaction in its cultural context; show enthusiasm and acceptance; reinforce positive parenting.
 - Establish goals.
 - Share school rules and expectations to encourage consistency between home and school.
 - Share resources, answer questions.
 - Provide information about future school activities and events and parental involvement opportunities.
 - Employees should not accept money or other gifts from families in exchange for the home visit.
- **Concluding the Visit**
- Summarize visit.
 - Discuss next steps.
 - If applicable, discuss date and plans for the next visit.
 - Provide business cards and contact information. Make yourself available for follow-up and future contact.
 - Make closing remarks, shake hands, thank, and say goodbye.
 - Keep the visit to a reasonable amount of time. (30-60 minutes; no more than 1 hour.)
- **After the Visit**
- Document the visit (see Appendix A: Home Visit Form.)
 - Evaluate the visit and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.)
 - Follow through on referrals, action items, etc.

V. **Home Visit Etiquette**

➤ **“DO”s and “DON’T”s:**

DO

- Be a good listener.
- Have specific goals or objectives for each visit.
- Be flexible.
- Be prompt with your home visits.
- Realize the limitations of your role.
- Help parents become more independent.
- Keep language appropriate.
- Dress appropriately and comfortably.
- Be confident and yourself.
- Remember that small improvements lead to big ones.
- Respect cultural and ethnic values.
- Monitor your own behavior-the parent is observing you.
- Follow the Professional Boundaries: Staff/Student Interactions Policy.
- Follow all mandated reporter duties.

DON’T

- Impose values.
- Bring visitors without the parent’s permission.
- Socialize excessively at the beginning of the visit.
- Exclude other members of the family from the visit.
- Be the center of attention.
- Expect perfection from the parents.
- Ask the parent to do something you wouldn't do.
- Be alone with students or minors.
- Accept gifts or money from the family.

➤ **Safety Tips:**

- Maintain appropriate appearance and grooming in order to protect an image of cleanliness, dress, and neatness.

- Limit bringing personal belongings during the home visit as you may accidentally leave something behind.
- valuables or money on your person when visiting students' homes; leave purse in your trunk.
- Carry any necessary phone, keys, and driver license on person. Lock the vehicle when traveling and when you return to it after a visit. Check inside and under your vehicle before entering it.
- If a situation arises where you do not feel safe or comfortable, remove yourself from dangerous situations and trust your instincts.
- Travel in pairs when possible.
- Survey the neighborhood.
- Identify safe areas (i.e., restaurants, telephones, restrooms, police stations.)
- Consider a neutral meeting location if the visit cannot be made safely at home (i.e., library, conference rooms, restaurants.) The principal must pre-approve the location.
- Ask family members to come out to meet you if you are not familiar with the area.
- Stay alert. Carefully consider your safety before entering a home.
- Communicate your comfort level around any pets that may be present in the home.
- Keep emergency supplies in your car, include all-weather gear.
- Staff should carry a cell phone on all home visits. Cell phones shall be set to vibrate and shall not be answered during a visit unless it is an emergency.

VI. Virtual Home Visits

MPS asks that home visits occur in the student's home unless family feels more comfortable meeting somewhere in the community (i.e., café, library, conference room, etc.) If an in-person visit is not possible, safe, or convenient, the home visit may be conducted virtually. A virtual home visit is a scheduled video call between a teacher and a student's family, from the teacher's home or classroom to the family's home (duration varies but expect 20-30 minutes.) Virtual home visits are proactive, intentional re-engagement of families. Virtual home visits help teachers establish trusting relationships with students and families, even when they cannot meet face-to-face. MPS recommends that virtual home visits take place during the first grading period of the school year, with recommended follow-up at least once per semester depending on the needs of the student and family.

VII. Virtual Home Visit Procedures

➤ Before the Visit:

Parent/Guardian Notification

- Traditional home visit procedures apply, including scheduling a home visit by contacting the family with ample notice and explaining what the purpose of the home visit is and how long it will take. Request for the student to be present during the time of the virtual home visit.
- In addition, share a google invite including the Zoom link or Google Hangouts option (or another online platform approved by the school), extend the invitation to any family members in the home or who support with the student's education during distance learning.
- Email the family the parent handout(s) and activity page prior to the visit so they can prepare. Encourage families to gather necessary materials to complete the activity before the visit.
- Virtual home visits must occur in the student's home unless the family feels more comfortable meeting somewhere in the community (i.e., café, library, conference room, etc.) and will be pre-approved by the principal.

Review of Student's Background

- Review student's records, family history, and cultural background as available in student's file.
- If possible, observe student interaction with staff and peers outside of the traditional setting of interaction between the staff member and student (i.e., during nutrition, lunch, or during another class period.)
- Check and accommodate for special needs (e.g., translation, etc.)

Developing a Plan for the Visit

- Communicate schedule of home visits with the office staff. Inform them of any changes to your schedule.
- Have necessary records, forms, paperwork, and informational material with you as soft copies if available. Ex: emergency card, attendance record, grade report, resources, brochures, etc.
- Review the Home Visit Procedures, Etiquette, and Safety Tips.
- Review the Professional Boundaries: Staff/Student Interactions Policy in the Employee Handbook.

➤ Beginning the Virtual Home Visit:

- Set the tone (warm introduction, thank family for time and participation, etc.)
- Establish rapport/develop caring relationship.
- Include all family members in the home who would like to participate.
- Identify parent's internet capabilities and test bandwidth speed. Have a backup plan in case there is a glitch that cannot be remedied within the meeting.
- Prepare parents with procedures if/when technology problems occur. Prompt the parent to turn off all unnecessary programs to save bandwidth and reduce the chance of a system crash.
- Partner with the parent to identify a quiet place for the visit. Recommend that parents turn off TVs, radios, other auditory/visual distractions.

➤ **During the Visit**

- A parent or guardian must be present.
- Review purpose of visit; allow family input.
- Keep good eye contact, sit near the parent, look at and relate to them with virtual cues, talk to child(ren).
- Get to know the family. Ask open ended questions that are school appropriate such as “Tell me about your child. What does he/she like best about school? Do you have any concerns?” to elicit feedback from parents regarding student’s interests, concerns, and progress in program and at home.
- Be sensitive to cultural, religious, political differences with families and avoid such personal/sensitive discussions or oversharing.
- Establish social connection; be a good model when you interact with them by being willing to share about yourself in an appropriate and professional way.
- Observe family interaction in its cultural context; show enthusiasm and acceptance; reinforce positive parenting.
- Establish goals.
- Share school rules and expectations to encourage consistency between home and school.
- Share resources, answer questions.
- Provide information about future school activities and events and parental involvement opportunities.
- Employees should not accept money or other gifts from families in exchange for the home visit.

➤ **Concluding the Visit**

- Summarize visit.
- Discuss next steps.
- If applicable, discuss date and plans for the next visit.
- Provide contact information. Make yourself available for follow-up and future contact.
- Make closing remarks.
- Keep the visit to a reasonable amount of time. (20-25 minutes; no more than 30 minutes.)

➤ **After the Visit**

- Document visit by using Zoom/online platform participants list and the Home Visit Form.
- Evaluate the visit and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.)
- Follow through on referrals, action items, etc.

VIII. Virtual Home Visit Etiquette**➤ “DO”s and “DON’T”s:****DO**

- Be early or on time.
- Be a good listener.
- Have specific goals or objectives for each visit.
- Be flexible.
- Be prompt with your home visits.
- Realize the limitations of your role.
- Help parents become more independent.
- Keep language appropriate.
- Dress appropriately and comfortably.
- Be confident and yourself.
- Remember that small improvements lead to big ones.
- Respect cultural and ethnic values.
- Monitor your own behavior-the parent is observing you.
- Follow the Professional Boundaries: Staff/Student Interactions Policy.
- Follow all mandated reporter duties.

DON’T

- Impose values.
- Bring visitors without the parent’s permission.
- Socialize excessively at the beginning of the visit.
- Exclude other members of the family from the visit.
- Be the center of attention.
- Expect perfection from the parents.
- Ask the parent to do something you wouldn't do.
- Be alone with students or minors.
- Accept gifts or money from the family.

➤ Safety Tips:

- Maintain appropriate appearance and grooming in order to protect an image of cleanliness, dress, and neatness.

- Review safeguards for Zoom or the online platform that will be used during the meeting.
- If possible, include access for a facilitator to help with the meeting and monitor chat or other requests.

IX. Reporting

Incident/Injury Reporting

Employees who are injured during a home visit must report the injury to MPS as soon as possible and prepare an incident report. Employees who become aware of parent or student complaints in a home visit must refer the complaint to their immediate supervisor. Employees are responsible for the personal belonging brought to a home visit and are discouraged from bringing non-MPS property or devices such as laptops.

Mandated Reporting

Employees who know or reasonably suspect child abuse or neglect during a home visit must report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. The known or suspected child abuse must also be reported to MPS in a written statement.

APPENDIX A: HOME VISIT FORM

Person(s) making the home visit: School: _____ Date of Visit: _____

Name: _____ Title: _____ Email: _____

Name: _____ Title: _____ Email: _____

Name: _____ Title: _____ Email: _____

Principal's approval: Signature: _____ Check if the visit was virtual: Virtual HV

Student:

Name: _____ Date of Birth: _____ Grade: _____

Check all that apply: New Senior Groups: FY SWD EL SED Homeless

Notes:

1. How is the family's experience about the student's social, emotional, and academic growth? What questions, concerns or suggestions does the family have?

2. What school resources did I present to the parents? (Tutoring/clubs, homework assistance, etc.)

3. Additional information and/or follow-up needed:

Coversheet

Approval of Updated MPS Health and Safety Policy

Section: II. Consent Items
Item: B. Approval of Updated MPS Health and Safety Policy
Purpose: Vote
Submitted by:
Related Material: II_B_Updated MPS Health and Safety Policy 6.8.23.pdf



Agenda Item:	II B: Consent Item
Date:	June 8, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Suat Acar, Chief Operations Officer Derya Hajmeirza, Director of Human Resources
RE:	Updated MPS Health and Safety Policy

1. Action Proposed:

I move that the board approve the updated Magnolia Public Schools Health & Safety Policy.

2. Background:

The policy has been updated based on the guidance provided by the Centers for Disease Control and Prevention (“CDC”), the California Department of Public Health (“CDPH”), and several county public health officials. The policy is intended for organization-wide implementation at each facility that will be operated by MPS.

The board had approved the MPS health and safety policy during the August 2020, September 2020, February, March, April, May, July, August, September, November, December 2021, January, February, March, April, May, June, September, October, November 2022, January, March, and June 2023 board meetings. In accordance with the most updated health orders, the Home Office COVID-19 Response Team updated the policy.

3. Analysis:

This policy is provided and updated by Young, Minney & Corr, LLP and conform to the standards and practices in the latest guidance (i.e., CDPH and Cal-OSHA, local county, and authorizing agency).

MPS Health and Safety Policy for COVID-19 update(s) are as follows:

- LAUSD colocated (MSA-2, 3, 4, 6, and 8) sites are recommended to upload their test results; not required anymore.
- LAUSD colocated sites are strongly recommended, but not required to report student close contacts to LAUSD.
- During an outbreak, close contact individuals at the LAUSD colocated are required to mask at all times until the outbreak is cleared.

4. Budget Implications: There are no budget implications.



5. **Exhibits:**

Updated MPS Health and Safety Policy (with redline) (Page 3)

Updated MPS Health and Safety Policy (without redline) (Page 40)



Updated on 04/13/2023

HEALTH AND SAFETY POLICY FOR COVID-19

It is the policy of Magnolia Public Schools (“Charter School”) to take all reasonable measures to prevent the spread of the novel coronavirus disease (“COVID-19”) among students and staff. In accordance with this policy, the Charter School is temporarily implementing health and safety measures to mitigate the spread of COVID-19 as the Charter School resumes in-person instruction. This policy recognizes that these measures are each designed to provide some protection against COVID-19. While there may be times when one measure may not be feasible, implementing alternative measures can provide additional layers of safety. This Policy includes both mandatory measures (using terms “shall” or “will”) as well as recommended measures intended to guide decisions in light of practical limitations.

This Policy is based on guidance provided by the Centers for Disease Control (“CDC”), the California Department of Education (“CDE”), the California Department of Public Health (“CDPH”), and relevant county public health officials. The Governor and each county public health official is vested with the authority to impose health and safety standards, which may vary by locality in response to different local conditions. The Charter School will, as necessary, consult with their county health officer, or designated staff, who are best positioned to monitor and provide advice on local conditions to individually determine whether more or less stringent measures are necessary to align with the applicable public health orders. The Charter School will fully cooperate with county public health officials regarding the screening, monitoring and documentation that will be required to permit careful scrutiny of health outcomes associated with the return to in-person instruction on Charter School campuses.

This Policy constitutes the Charter School’s COVID-19 Testing Plan, as required by Education Code section 32096 (SB 1479).

This Policy also constitutes the COVID-19 Infection Control Plan for each Charter School worksite. Prior to resuming in-person instruction, the Home Office COVID-19 Response Team shall perform a comprehensive risk assessment of all work areas and work tasks in accordance with guidance from CDPH and this Policy. The following staff member(s) is (are) responsible for implementing this Policy at each campus:

School Name	Staff Members	Phone Number
Magnolia Science Academy-1	Home Office COVID-19 Response Team	213-628-3634
	MSA-1 Compliance Task Force Team	818-609-0507
Magnolia Science Academy-2	Home Office COVID-19 Response Team	213-628-3634
	MSA-2 Compliance Task Force Team	818-758-0300
Magnolia Science Academy-3	Home Office COVID-19 Response Team	213-628-3634
	MSA-3 Compliance Task Force Team	310-637-3806
Magnolia Science Academy-4	Home Office COVID-19 Response Team	213-628-3634
	MSA-4 Compliance Task Force Team	310-473-2464
Magnolia Science Academy-5	Home Office COVID-19 Response Team	213-628-3634
	MSA-5 Compliance Task Force Team	818-705-5676
Magnolia Science Academy-6	Home Office COVID-19 Response Team	213-628-3634
	MSA-6 Compliance Task Force Team	310-842-8555
Magnolia Science Academy-7	Home Office COVID-19 Response Team	213-628-3634
	MSA-7 Compliance Task Force Team	818-886-0585
Magnolia Science Academy-8	Home Office COVID-19 Response Team	213-628-3634
	MSA-8 Compliance Task Force Team	323-826-3925

Magnolia Science Academy-Santa Ana	Home Office COVID-19 Response Team	213-628-3634
	MSA-SA Compliance Task Force Team	714-479-0115
Magnolia Science Academy-San Diego	Home Office COVID-19 Response Team	213-628-3634
	MSA-SD Compliance Task Force Team	619-644-1300
MPS Home Office	Home Office COVID-19 Response Team	213-628-3634

In addition to in-person instruction, the Charter School will also offer optional independent study as an alternative to in-person instruction in the 2022-23 school year. Independent study will also be made available for students for whom in-person instruction poses a heightened risk of infection.

1. Limited Access to Campus. California public health authorities have relaxed restrictions on access to school campuses; however, the ongoing threat of COVID-19 ~~and the public health orders in effect~~ necessitate that the following precautions may be maintained as warranted by local conditions:

- The Charter School may limit nonessential visitors' access to the Charter School campus and may limit the number of students and staff with whom they come into contact, based on, among other factors, the current levels of community transmission and, ~~the vaccination status of any such visitor~~, and the relative importance of the visit's purpose.
- The Charter School will exclude from the campus any employee, student, parent, caregiver or visitor who refuses to take or does not pass a Wellness and Temperature Screening.
- All visitors to a Charter School Campus are strongly encouraged to wear a face mask while inside any Charter School building, vehicle, or other enclosed space.
- Any parent or guardian picking up a student who has been placed on isolation or quarantine must stay outside campus and the student will be brought to them for dismissal.
- Signage shall be posted at all public entrances to the Charter School warning visitors not to enter if they have COVID-19 symptoms.
- Students excluded from campus on the basis of an elevated temperature or other COVID-19 related symptoms may be provided with Independent Study opportunities to support their academic success to the greatest extent possible during exclusion.
- Students and employees who are well but who have a household member that has been

diagnosed with COVID-19 are directed to notify the COVID-19 Compliance Officer, who will consult with other Charter School staff to determine whether the student or staff member can continue coming to school with a modified quarantine in light of current guidance and this Policy.

- Per Cal/OSHA requirements, the Charter School shall exclude staff members who have symptoms consistent with COVID-19 or have tested positive.
- Health and safety standards and procedures shall be applied equally to all users of a public school campus that is subject to a co-location arrangement.
- Implement health screenings of students and staff upon arrival at school (see Section 2).
- To the extent that non-parent visitors are required to enter the Charter School Campus, the School will take the following precautions:
 - Non-parental visitors will be allowed on campus via appointment only.
 - Non-parental visitors must pre-register in a visitor's log, which includes the visitor's name, email address, and phone number.
 - Non-parental visitors will only be allowed to enter specific areas to conduct their business.

2. Wellness Checks and Temperature Screenings:

- *COVID-19 Symptoms.* Currently, the CDC has identified the following as potential symptoms of COVID-19:
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
- In-person wellness checks administered under this Policy shall:
 - Confirm that the subject has not experienced COVID-19 symptoms in the prior 48 hours or potentially been exposed to COVID-19, by soliciting the following information:

- Have you had any one or more of these symptoms today or within the past 48 hours? Are these symptoms new or not explained by another reason?
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
- Do you live in the same household with, or have you had close contact with, someone who in the past 14 days has been in isolation for COVID-19 or had a test confirming they have the virus? Close contact means sharing the same indoor airspace with an infected person for a cumulative total of 15 minutes or more over a 24-hour period during the positive case’s infectious period: 2 days before onset of symptoms or, for asymptomatic patients, 2 days prior to first positive test specimen collection and until the time the person is cleared from isolation. In indoor spaces less than 400,000 cubic feet per floor, close contact is defined as sharing the same indoor airspace for a cumulative total of 15 minutes or more over a 24-hour period during a confirmed case’s infectious period. In indoor spaces greater than 400,000 cubic feet per floor (such as open-floorplan offices, warehouses, large retail stores, or manufacturing or food processing facilities), then close contact is defined as being within 6 feet from the infected person for a cumulative total of 15 minutes or more over a 24-hour period. Spaces that are separated by floor-to-ceiling walls must be considered distinct indoor airspaces.
- If the student, staff, parent, or, visitor answers “no” to all questions, he or she may enter the school.
- If the student, staff, parent, or visitor answers “yes” to any of the questions regarding COVID-19 symptoms, he or she may not enter the school. Employees, parents, and visitors answering “yes” must leave immediately and will be instructed to self-isolate until further instructions are given by the COVID-19 Compliance Officer. Students answering “yes” will be isolated and must leave as soon as pickup can be arranged and

then will be instructed likewise.

- Students, staff, parents, or visitors who have had close contact with an individual who has tested positive shall be permitted to access the school site so long as they follow all quarantine and close contact guidance set forth in Section 6 of this Policy.
- Students and staff are encouraged to screen themselves for symptoms at home before coming to campus.
- Students and staff of MSA-2, 3, 4, 6, and 8 may be subject to further health check procedures as required by LAUSD.
- A check in area should be established on campus for health screenings to be performed privately and with enough space to allow physical distancing.
- *Campus Screening Logistics:*
 - Each employee and visitor to the school site shall be screened for COVID-19 symptoms before entering the school site.
 - Temperature and wellness screenings will be performed by a trained school employee at all Charter School Campuses to the extent feasible.

3. COVID-19 Compliance Task Force and Compliance Officer. State and local health orders require that schools designate a task force and liaison to be responsible for receiving and sharing information on COVID-19 policies, positive cases, and exposures. The Charter School shall comply with these requirements by implementing the following measures:

- The Charter School will comply with and implement the “COVID-19 Exposure Management Plan Guidance in TK-12 Schools,” promulgated by the Los Angeles County Department of Public Health (“LAC DPH”). If the LAC DPH Exposure Management Plan is updated such that this Policy becomes materially inconsistent with it, the Charter School will follow the current Exposure Management Plan.
- The Charter School will establish a Compliance Task Force. The Compliance Task Force is responsible for establishing and enforcing all COVID-19 safety protocols, as well as ensuring all Charter School students and staff receive appropriate COVID-19 education. The names and contact information for all Compliance Task Force members are referenced above on pages one and two of this policy.
- The Charter School will designate a “COVID-19 Compliance Officer,” to act as a liaison between the local county public health department and the Charter School, in the event of a COVID-19 cluster or outbreak at the Charter School. The name and contact information for the Charter School’s COVID-19 Compliance Officer is referenced above on pages one and two of this policy.
- The COVID-19 Compliance Officer shall monitor trends in absences and the prevalence of

symptoms and illnesses among students and staff on campus to help isolate them promptly, as needed.

- The COVID-19 Compliance Officer shall be the point of contact responsible for sharing information on positive cases and exposures to relevant state and local health departments, as detailed in the Exposure Management Plan section of this Policy.
- The COVID-19 Compliance Officer shall conduct COVID-19 Task Force meetings no less than twice per month to identify areas for improving the enforcement and results of this Policy.

4. COVID-19 Testing and Reporting. Testing, in conjunction with vaccination, face masking, and other safety protocols, is a key factor in preventing COVID-19 infection. In keeping with the recommendations and requirements of state and local health departments, the Charter School shall implement the following testing and reporting procedures:

- This Policy constitutes the Charter School’s COVID-19 Testing Plan, as required by Education Code section 32096 (SB 1479) and incorporates by reference the CDPH guidance entitled “Testing Framework for K-12 Schools for the 2022-2023 School Year.”
- The COVID-19 Compliance Officer at each school site shall ensure that enforcement of this Policy conforms with the requirements of the CDPH Testing Framework for K-12 Schools for the 2022-2023 School Year, including but not limited to the following:
 - Being a point of contact for testing and facilitating coordination with the California Testing Task Force and other relevant entities, as necessary;
 - Being responsible for reviewing current testing recommendations provided by CDPH and any applicable local county health agency;
 - Maintaining situational awareness of the testing resources and programs offered by the California Testing Task Force and monitoring the availability of pre-positioned testing resources housed with a county office of education or local health jurisdiction;
 - Monitoring the CDC’s COVID-19 Community Data Tracker to identify when increased school testing may be necessary; and
 - Communicating with the California Testing Task Force, as necessary.
- When testing students or employees for COVID-19, the Charter School will use FDA-Authorized viral COVID-19 tests, including a Nucleic Acid Amplification Test (NAAT, such as a Polymerase Chain Reaction test or an Antigen test. An FDA-authorized over-the-counter test is acceptable for student and staff screening purposes so long as the results can be verified.

- Testing will be applied on symptomatic¹, response², and asymptomatic³ bases, as required by health authority guidance and this policy.
- The Charter School’s COVID-19 Compliance Officer must be made aware of all positive student and staff test results and shall report those results to local public health officials as required by law.
- Per Cal/OSHA’s non-emergency COVID-19 Prevention regulations (8 CCR §§ 3205-3205.3), the Charter School will provide testing at no cost to employees during paid time for any employee with close contact exposure in the workplace, whether to a single case or an outbreak.
- Testing Required in San Diego County:
 - No student testing will be required at MSA-SD at this time due to local transmission rates. However, the Charter School reserves the right to exclude MSA-SD students from campus who are either symptomatic for COVID-19 or who have been exposed to COVID-19, until all time and symptom criteria have been reached, consistent with public health guidance and as stated in this Policy. The Charter School will also continue to monitor local case rates to determine whether any further COVID-19 testing of students is necessary.
- Testing Required at Magnolia Science Academy MSA- 2, 3, 4, 6, and 8:
 - Beginning July 1, 2022, MSA- 2, 3, 4, 6, and 8 will no longer conduct weekly asymptomatic testing. Instead, these campuses will implement a Response Testing protocol, whereby those (1) who present with symptoms, (2) who have been exposed to a confirmed positive case (inside or outside of school or work), or (3) who tested positive for COVID-19 and need to return from isolation early (after Day 5), will be required to test with a rapid antigen test provided by the school site.

¹ Symptomatic testing “is used for individuals with symptoms of COVID-19, either at home or at school.”

² Response testing “is used to identify positive individuals once a case has been identified in a given stable group. Response-based testing can be provided for symptomatic individuals or for asymptomatic individuals with known or suspected exposure to an individual infected with SARS-CoV-2.”

³ Asymptomatic testing is "used for surveillance, usually at a cadence of every 2 weeks or less frequently, to understand whether schools have higher or lower rates of COVID19 rates than the community, to guide decisions about safety for schools and school administrators, and to inform LHDs about district level in-school rates. Asymptomatic testing can also be used for screening, usually at a higher cadence (weekly or twice weekly) than surveillance testing, to identify asymptomatic or pre-symptomatic cases, in order to exclude cases that might otherwise contribute to in-school transmission.”

- Individuals who have recovered from laboratory-confirmed COVID-19 within the last 30 days are not required to test for COVID-19 unless they develop new onset symptoms. If these individuals develop new onset symptoms, they may avail themselves of a Rapid Antigen Test at their school or work site and upload its results via the Daily Pass.
- These campuses are recommended to maintain an inventory of rapid antigen tests equal to 30% of the total student and employee enrollment for response testing purposes.
- Individuals new to LAUSD are required to baseline test upon their start of school or work. All individuals will be required to comply with all District requirements for baseline testing upon return from school breaks, such as Spring Break.
- Testing Required at MSA-1, 5, 7 and MSA-SA:
 - Beginning July 1, 2022, MSA-1, 5, 7, and Santa Ana will no longer conduct weekly asymptomatic testing. Instead, these campuses will implement a Response Testing protocol, whereby those (1) who present with symptoms, (2) who have been exposed to a confirmed positive case (inside or outside of school or work), or (3) who tested positive for COVID-19 and need to return from isolation early (after Day 5), will be required to test with a rapid antigen test provided by the school site.
- Additional levels of employee and student COVID-19 testing may be implemented in response to local disease trends, an outbreak, as determined by the Home Office COVID-19 Response Team, where required by Cal/OSHA regulations, or where otherwise required by law or public health guidance. The Charter School reserves the right to require employees undergo additional frequencies of COVID-19 testing, consistent with applicable authority, and directives from public health authorities as well as the School's authorizer, regardless of an employee's COVID-19 vaccination status.
- For staff and student-wide testing, all staff and students shall be tested, except any staff and students who have no contact with others and do not report to campus.
- The Charter School can cause tests to be provided at any one of its campuses, or have staff get tested at any local testing site or by their health insurance provider, which must cover the cost.
 - If county-provided testing is not available, then private labs and health insurance providers may be used, and the cost of testing must be covered by the health insurance provider under an emergency state regulation.
- The Charter School's liaison must be made aware of the student and staff test results and report those results to local public health officials as required by local public health department guidance.
- Student consent for testing:

- For Charter School Students aged 12 and under, the Charter School will require parental consent for COVID-19 testing.
- Pursuant to California Family Code Section §6926 and CDPH guidance, Charter School Students aged 13 to 17 may consent to COVID-19 testing on their own.
- Charter School students aged 18 and older do not need parental consent for COVID-19 testing.
- Students who refuse to participate in the COVID-19 testing program or to report the test results to the Charter School, where such testing is required, will not be allowed to return to in-person instruction or otherwise enter the Charter School Campus. Both the testing and the reporting are required under applicable public health guidance and legal authority.
- For staff who refuse to participate in the COVID-19 testing program or to report the test results to the Charter School, where such testing is required, the Charter School reserves the right to discipline an employee for such non-compliance, up to and including termination from at-will employment.
- Consistent with applicable law, the Charter School will consider accommodations from mandatory testing for medical reasons and any other lawfully recognized reason. Employees or students and/or parents/guardians who wish to request an accommodation for themselves or their child can contact the Charter School. The Charter School cannot guarantee the availability of particular accommodation and will process all requests for accommodation consistent with MPS policies and applicable law.
- The Charter School must maintain confidentiality of test results, other than reporting the results to local public health officials. All medical information about any employee must be stored separately from the employee's personnel file in order to limit access to this confidential information. The Charter School should have a separate confidential medical file for each employee where the Charter School can store all of that employee's medical information. Medical information includes COVID-19 test results, an employee's statement via any symptom screening that they have symptoms or COVID-19, medical certifications showing the employee needs time off due to COVID-19, etc. For students, the Charter School will take similar precautions to safeguard the students' privacy and confidentiality, consistent with FERPA and all relevant legal requirements.
- All volunteers, contractors, vendors and other adults supporting Charter School functions on any MPS campus must comply with applicable COVID-19 testing requirements, as stated in the COVID-19 Vaccination Policy.
- In the event of a positive test result of a student or family member:

- The Charter School requires that parents/guardians notify school administration immediately if the student tested positive for COVID-19 or if one of their household members or non-household close contacts tested positive for COVID-19.
- Upon receiving notification that staff or a student has tested positive for COVID-19 or been in close contact with a COVID-19 case, the Charter School will take actions as required in Section 5 below.

5. Exposure Management Policy: Suspected/Confirmed Cases and Isolation. Preventing and minimizing the spread of COVID-19 within the Charter School Community requires a sound policy for managing exposure to infected individuals. The Charter School will follow the exposure management provisions of the “COVID-19 Exposure Management Plan Guidance in TK-12 Schools,” promulgated by the LAC DPH as well as “COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year” promulgated by the CDPH, and other local counties. In the event that this protocol is updated so that it materially conflicts with the measures laid out in this Policy, the Charter School will follow the updated protocol; otherwise, the following measures shall be followed:

- **Reporting Obligation.** Per AB 86 and California Code Title 17, section 2500, schools are required to report COVID-19 cases to the local public health department. The COVID-19 Compliance Officer shall report positive COVID-19 cases to the appropriate county authority to the extent required by their county health department.
- **Suspected Cases.** In the event of a suspected COVID-19 case:
 - The Charter School will identify an isolation room and/or outdoor areas to separate anyone who exhibits COVID-19 symptoms.
 - Isolation of students, employees, and visitors exhibiting symptoms of COVID-19 will occur without regard to vaccination and/or recent testing status.
 - Any students, staff, or visitors exhibiting symptoms should immediately be provided with and required to wear a surgical-grade or better face covering and should be directed to wait in the separate isolation area until they can be transported home or to a healthcare facility, as soon as practicable. For serious illness, call 9-1-1 without delay.
 - Students in the isolation area will be monitored by a staff member.
 - Parents/guardians will be required to pick up their students within one hour. Parents/guardians should take the student to get a COVID-19 test immediately and, if a student of MSA- 2, 3, 4, 6, or 8, ~~should~~ are strongly recommended to upload the test result to the LAUSD Daily Pass system or otherwise provide a copy to the school. Students and employees of MSA- 2, 3, 4, 6 and 8 will be provided with a rapid antigen test to administer at home.

- A log will be kept of all persons entering the isolation area.
- Physical distancing of six feet or greater will be maintained in the isolation and area and masking shall be required for any individual entering these areas.
- **Symptomatic but negative.** Symptomatic individuals who test negative for COVID-19 can return 24 hours after resolution of fever (if any) and improvement in symptoms.
 - Documentation of a negative test result should be provided to school administrators.
 - In lieu of a negative test result, students and staff may return to work with a medical note by a physician that provides alternative explanation for symptoms and reason for not ordering COVID-19 testing.
 - Symptomatic individuals who neither test for COVID-19 nor consult with a medical professional must isolate at home until fever free for 24 hours, improved symptoms, and 10 days from symptom onset.
 - For MSA-SD, individuals who have symptoms of COVID-19 but who test negative with an antigen test must confirm the initial negative antigen test with a second follow-up test (antigen, PCR, or other NAAT) administered the following day and must remain isolated until cleared by the confirmatory test.
- **Confirmed Case.** The CDPH defines a “Confirmed Case” to mean a person who has received a positive result of the presence of SARS-CoV-2 virus as confirmed by a COVID-19 viral test or clinical diagnosis.
- **Isolation.** Confirmed Cases, both student and staff, must isolate until they have satisfied the following conditions:
 - At least 5 days have passed since symptom onset or, if asymptomatic, since their positive test; AND
 - At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; AND
 - Other symptoms are not present, or symptoms are mild and improving.
 - NOTE: If fever reduction and improvement of other symptoms are not both achieved, isolation may not end until after Day 10 from symptom onset for symptomatic cases. If asymptomatic, isolation may end after Day 5 from their positive test, so long as they remain asymptomatic.
 - If a person’s COVID-19 symptoms recur or worsen after ending isolation, they should re-test with an antigen test and re-isolate as they may have COVID-19 rebound, starting over at Day 0 if positive. Isolation for COVID-19 rebound can end 5 days after rebound began, as long as the individual has been fever-free for at least 24 hours and symptoms have resolved or are improving.

- Students returning to school after isolation **should** wear a highly protective non-cloth mask when around others, except when eating or drinking, for a full 10 days from testing positive or onset of symptoms. **Students of MSA 2, 3, 4, 6 and 8 must wear a mask for a full 10 days from testing positive or onset of symptoms. In either case, any student returned cases can remove their mask before Day 10 with two sequential negative tests received one day apart between days 6 and 10.**
- Staff returning to school after isolation are required to wear a highly protective non-cloth mask when around others, except when eating or drinking, for a full 10 days from first testing positive or onset of symptoms.
- The School will comply with Cal/OSHA regulations regarding when employees may return to work after exposure, as detailed in the Charter School's COVID-19 Prevention Procedures portion of its Injury and Illness Prevention Program.
- Upon excluding an employee from the workplace based on COVID-19 or a close contact, the Charter School shall give the employee information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws, including any benefits available under legally mandated sick leave, if applicable, workers' compensation law, local government requirements, the Charter School's own leave policies, and any leave guaranteed by contract, if any.
- **School Response to Confirmed Case.** In the event of one or more confirmed COVID-19 case(s) the Charter School will follow the CDPH and local public health guidance, including implementation of the following practices:
 - MSA Los Angeles COVID-19 Compliance Officers are only required to alert LACDPH when there are three or more cases of COVID-19 in a classroom, office, or other pre-defined or identifiable group who were on campus at any point within the 14 days prior to illness onset date.
 - MSA Los Angeles COVID-19 Compliance Officers will notify the Los Angeles County Department of Public Health of any COVID-19 hospitalizations or deaths among students or staff by sending a notification to ACDC-Education@ph.lacounty.gov.
 - MSA Los Angeles Schools will inform all employees how to obtain testing, will offer testing at no cost and during paid time, and will provide testing in a manner that ensures employee confidentiality. An over-the-counter COVID-19 test may be both self-administered and self-read if the results are verifiable, such as through a time/date stamped photograph or through use of an over the counter test that uses digital reporting of results.

- Notifications will be provided by the Home Office COVID-19 Response Team depending on the county where the school is located.
- Site administrators of MSA- 2, 3, 4, 6, and 8 will report all employee close contacts to LAUSD using the Initial Exposure Management (IEM) Reporter App, as detailed in the latest LAUSD IOC guidance on exposure management reporting. Site administrators of MSA- 2, 3, 4, 6, and 8 are strongly recommended, but not required, to report student close contacts to LAUSD through the IEM Reporter App.
- The notification to the local public health department must include:
 - 1) The full name, address, telephone number, and date of birth of the individual who tested positive;
 - 2) The date the individual tested positive, the school(s) at which the individual was present on-site within the 10 days preceding the positive test, and the date the individual was last on-site at any relevant school(s); and
 - 3) The full name, address, and telephone number of the person making the report.
 - For San Diego Charter School locations, the public health department should be notified either via phone at (888) 950-9905, or online at www.coronavirus-sd.com. The notification should list the following information: 1) The name of the person reporting, 2) the Charter School name and district, 3) the Charter School address, 4) your position at the Charter School. For the individual diagnosed with COVID-19, the notification should list the individual's: 1) Name, 2) date of birth, 3) contact information (phone number and email), 4) the individual's last date on the Charter School campus, and 5) any additionally relevant comments.
 - For Los Angeles County Charter School locations: The Charter School will report any clusters of three or more school-related COVID-19 cases online through the Shared Portal for Outbreak Tracing (SPOT):https://spot.cdph.ca.gov/s/?language=en_US. If there are multiple cases to report, schools can submit their reports using the “Bulk Upload Template” located within the SPOT portal. All cluster reporting notifications should be submitted to LACDPH within 1 business day of being notified of the third case within any group. Schools that need assistance on COVID-19 case reporting or other exposure management processes can call the TK-12 School COVID-19 Case Reporting Call Center, Monday through Friday from 8:00 AM to 5:00 PM at (833)707-0319.

- For Orange County Charter School locations: Contact the Orange County Public Health Department via phone at 714-834-8180, or via email at epi@ochca.com.
- Close off areas used by any sick person and do not use before cleaning and disinfection.
- Investigate the COVID-19 illness and exposures and determine if any work-related factors could have contributed to risk of infection.
- Update protocols as needed to prevent further cases in accordance with CDPH Guidelines (“Responding to COVID-19 in the Workplace”).
- Implement communication plans for exposure at school and potential school closures in the event of an outbreak or other necessary circumstances, to include outreach to students, parents, teachers, staff and the community.
- Include information for staff regarding labor laws, information regarding Disability Insurance, Paid Family Leave and Unemployment Insurance, as applicable to schools.
- **Outbreak.** In the event of an outbreak or cluster of three or more epidemiologically linked cases of COVID-19 at a Charter School:
 - The Charter School will review and comply with the COVID-19 Outbreak Procedures of its Injury and Illness Prevention Program with regard to workplace safety procedures required by Cal/OSHA to protect employees’ health.
 - The Charter School CTF and COVID-19 Compliance Officer will work closely with local county public health officials, timely provide all required information, and otherwise comply with all CDPH and local guidance regarding outbreaks.⁴
 - The COVID-19 Compliance Officer for MSA Los Angeles campuses will immediately call the LACDPH at (833) 707-0319 or submit an online report at https://spot.cdph.ca.gov/s/?language=en_US.
 - The Charter School will notify students, families, employees, and stakeholders that the Charter School and local public health department are investigating a cluster and/or outbreak. The notice will encourage all stakeholders to follow public health recommendations.
 - During an outbreak, all employees exposed to any positive case will be entitled to free COVID-19 testing provided by the school.

⁴ In the event of an outbreak, all Charter School locations will comply with guidance titled “Management of Outbreaks of COVID-19,” issued by the LAC DPH. This protocol can be found at: http://publichealth.lacounty.gov/media/Coronavirus/docs/education/EMPSupplement_K12Schools.pdf. In the event that other state or local guidance provides more stringent outbreak protocol, the Charter School will comply with such protocol.

- During an outbreak at MSA 2, 3, 4, 6 and 8, all individuals in the close contact outbreak group s-will be required to mask at all times until the outbreak is cleared and to test 3-5 days after last exposure, with weekly testing thereafter, subject to further site-specific requirements as imposed by LACDPH.
- ~~During an outbreak at MSA 2, 3, 4, 6 and 8, close contacts must mask indoors and when around others outdoors until the outbreak is closed.~~
- During an outbreak at MSA 2, 3, 4, 6 and 8, individuals will be prohibited from entering the campus if they fail to test as required.
- During a major outbreak (20+ positive cases) at MSA 2, 3, 4, 6 and 8, testing will be required twice a week.

6. Exposure Management Policy: Close Contacts, Tracing, and Quarantine. Preventing and minimizing the spread of COVID-19 within the Charter School Community requires a sound policy for managing exposure to infected individuals. The Charter School will follow the exposure management provisions of the “COVID-19 Exposure Management Plan Guidance in TK-12 Schools,” promulgated by the LAC DPH as well as “COVID-19 Public Health Guidance for K-12 Schools in California, 2022-23 School Year” promulgated by the CDPH, and other local counties. In the event that this protocol is updated so that it materially conflicts with the measures laid out in this Policy, the Charter School will follow the updated protocol; otherwise, the following measures shall be followed:

- **Infectious Period.** A positive case of COVID-19 can only expose others to the disease during their infectious period. The CDPH defines the infectious period as follows:
 - For symptomatic cases, 2 days before the confirmed case had any symptoms (symptom onset date is Day 0) through Days 5-10 after symptoms first appeared AND 24 hours have passed with no fever, without the use of fever-reducing medications, and symptoms have improved OR
 - For asymptomatic confirmed cases, 2 days before the positive test specimen collection date (collection date is Day 0) through Day 5 after positive specimen collection date for their first positive COVID-19 test.
 - For the purposes of identifying close contacts and exposures, symptomatic and confirmed cases who end isolation in accordance with CDPH isolation and quarantine guidance are no longer considered to be within their infectious period.
- **Contact Tracing.** Upon discovery of a confirmed case on campus, the COVID-19 Compliance Task Force will conduct contact tracing by utilizing either Group Tracing or Individual Contact Tracing to identify individuals who had “Close Contacts” with the confirmed case during his

or her infectious period. Only Individual Contact Tracing may be used at MSA 2, 3, 4, 6, and 8.

- **“Close Contact”** is defined as spending a total of fifteen minutes or more over a 24-hour period in the same indoor airspace as a confirmed case during the confirmed case’s infectious period (two days before symptom onset until clearance from isolation, or, for asymptomatic cases, from two days before their first positive test until clearance from isolation). For large indoor airspaces of 400,000 cubic feet per floor (such as open-floorplan offices, warehouses, large retail stores, or manufacturing or food processing facilities) close contact is defined as being within 6 feet of the infected person for a cumulative total of 15 minutes or more over a 24-hour period during the infected person’s infectious period. Spaces that are separated by floor-to-ceiling walls (e.g. offices, suites, break/eating areas separated by floor-to-ceiling walls) are considered distinct indoor airspaces.)
 - In Los Angeles County, close contacts occurring in “large indoor airspaces,” may be limited to 1) those in a pre-defined or identifiable group (e.g. teammates, club members, cohort, etc.) or 2) those within 6 feet of the infected person for 15 minutes or more over a 24-hour period.
 - If a Los Angeles County campus utilizes the 6-ft definition of close contact, it must still issue an exposure notification to all who qualify as close contacts under the “same airspace” definition, and must issue a strong recommendation to those individuals to (1) monitor for symptoms; (2) wear a highly-protective mask around others indoors; and (3) test with an FDA-authorized viral COVID-19 test within 3-5 days since the last date of exposure.
 - Persons with an outdoor exposure at school are not considered close contacts.
 - For Los Angeles Campuses: when notifying any individual that they are a close contact of a positive case, the COVID-19 Compliance Officer will provide the individual with the LACDPH “Instructions for Close Contacts” guidance.

- All MSA campuses will maintain classroom seating charts to facilitate future identification of close contacts.
- In the event of notice of potential exposure,⁵ with regards to its employees, the Charter School will follow all steps set forth in its Injury and Illness Prevention Program COVID-19 Addendum.
- **“Highly Protective Mask.”** In some circumstances, masking is required in response to exposure to a confirmed case or following isolation. LAUSD defines this to mean masks that are well-fitting, non-cloth masks of multiple layers with a nose wire, or cloth masks that meet American Society for Testing and Materials (ASTM) standards for high filtration efficiency (ASTM F3502-Level 2) or have a particle filtration efficiency of at least 95%. More information can be found on the Los Angeles County Department of Public Health’s website: <http://publichealth.lacounty.gov/acd/ncorona2019/masks/>.
- **Individual Contact Tracing.** Schools will notify students who spent more than a cumulative total of 15 minutes (within a 24-hour time period) within 6 feet of a confirmed case during their period of infectiousness. The COVID-19 Compliance Task Force for each campus shall conduct contact tracing investigation by conducting interviews, reviewing seating charts and class schedules, and other means necessary to fully investigate possible exposures.
 - Pursuant to LAUSD exposure protocols, Individual Tracing shall be used for investigating all close contacts at MSA 2, 3, 4, 6, and 8.
 - After confirmation of a positive case at MSA 2, 3, 4, 6 or 8, the COVID-19 Compliance Officer must submit an IEM Report listing all close contacts among employees to LAUSD, and is strongly recommended, but not required, to submit an IEM report on student close contacts.
- **Group Tracing.** MSA 2, 3, 4, 6, and 8 may no longer use the group Tracing approach to contact tracing for students. MSA SD shall use Group Tracing for student exposures in the school setting and individual notification for employee exposures and student exposures outside of the school setting. All other MSA campuses shall have the option to utilize either group tracing or individual contact tracing to track exposures among students or employees, as follows:

⁵ Notice of potential exposure means any of the following: (a) notification from a public health official or licensed medical provider that an employee was exposed to a qualifying individual at the worksite; (b) notification from an employee, or their emergency contact, that the employee is a qualifying individual; (c) notification through the Charter School’s testing protocol that the employee is a qualifying individual; or (d) notification from a subcontracted employer that a qualifying individual was on the school site. (Labor Code § 6409.6, subd. (d)(3).)

- Schools will notify students who spent more than a cumulative total of 15 minutes (within a 24-hour time period) in a shared indoor airspace (e.g., classroom) with someone with COVID-19 during their period of infectiousness.
 - Notification should occur to “groups” of exposed students (e.g., classmates, teammates, cohorts, etc.) rather than contact tracing to identify individual “close contacts” (e.g., those within 6 feet).
 - Notifications should be provided to all individuals considered exposed, including those who are vaccinated and/or recently infected.
 - MSA 2, 3, 4, 6 and 8 COVID-19 Compliance Officers will provide students and employees with a single rapid antigen test per close contact.
- **Exposure Notification.**
 - Notification can be done using an individual notification or group notification method where individuals are notified of their exposure and advised of actions to take, such as testing requirements to remain on campus, **if any**, in keeping with public health guidance on exposure and quarantine responses.
 - School will strongly recommend testing for all students, employees, and visitors in close contact with the confirmed COVID-19 case.
 - The Charter School will issue all notices to employees and independent contractors as required by Cal/OSHA regulations and the COVID-19 Prevention portions of the Charter School’s Injury and Illness Prevention Program.
- **Quarantine Procedures.**
 - Close contacts who develop symptoms of COVID-19 infection, regardless of vaccination status or previous infection, should stay home away from others and test for COVID-19.
 - Asymptomatic close contacts are not required to stay home **provided they monitor for symptoms and remain asymptomatic. They, but** are recommended **but not required to and should** wear a well-fitting mask around others for 10 days after exposure **and;** test for COVID-19 between days 3-5 from exposure; **and monitor their health for symptoms for 10 days after the last date of exposure.**
 - Student close contacts with a mask exemption who have been exposed to a confirmed case should wear a face shield with a drape at the bottom if their condition allows it. For students who cannot tolerate a mask or a face shield with a drape at the bottom, they should monitor their health for symptoms for 10 days after last exposure and should test for COVID-19 immediately and within day 3-5 from exposure with at least a day between tests.

- Close contacts who recently tested positive for COVID-19 within the prior 30 days do not need to be tested unless symptoms develop.
- Close contacts who recently tested positive for COVID-19 in the past 31-90 days should use an antigen test.
- Close contacts who are, or live with persons, at higher risk for severe illness are recommended to test as soon as possible after exposure. If testing negative before Day 3, they should retest during the 3-5 day window following exposure, with at least 24 hours between tests.

7. Sanitizing/hygiene materials and practices:

- Staff will teach and reinforce proper handwashing technique, avoiding contact with one's eyes, nose, and mouth, using a tissue to wipe the nose, and covering coughs and sneezes.
- The Charter School shall make soap, tissues, no-touch trashcans, face coverings, water and paper towels or dryers for hand washing available. Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application. Soap products marketed as "antimicrobial" are not necessary or recommended.
- A restroom will need to be dedicated for individuals in the isolation area. This restroom must be cleaned and sanitized before other occupants may use it.
- Employees should visit the CDC's coughing and sneezing etiquette and clean hands webpage for more information.

8. Routine cleaning and disinfecting: The Charter School will maintain a high level of cleanliness throughout the year to help reduce the risk of exposure to and spread of COVID-19 at the school site. In general, cleaning once a day is usually enough to sufficiently remove potential virus that may be on surfaces. Disinfecting (using disinfectants on the [U.S. Environmental Protection Agency COVID-19](#) list) removes any remaining germs on surfaces, which further reduces any risk of spreading infection.

- Custodial staff will perform routine and thorough cleaning once per day, and when students are not present. When cleaning, the space will be aired out before children arrive.
- Routine cleaning practices include, but are not limited to:
 - Using everyday janitorial cleaning supplies and disinfectants for surfaces as floors, tables, desks, counters, sinks, toilets, and other hard-surfaced furniture and equipment;
 - Dusting hard surfaces;
 - Damp wiping of hard surfaces to ensure they are free of debris;
 - Wet mopping of floors;
 - Vacuuming carpets and mats.

- Health Office areas, including the general health office, isolation area, and quarantine area, may require more frequent cleaning and rapid response, as needed.
- Student restrooms will be serviced at least twice a day and will be fully cleaned and disinfected using electrostatic equipment by the night cleaning crew once per day.
- The Charter School will clean and disinfect areas commonly visited by staff no less than once per day during operating hours and implement a schedule for such cleaning and disinfecting. These areas include, but are not limited to: Break rooms, restrooms, lobbies, classrooms, laboratories, nurse's office, counseling and student support areas, staff offices, and cafeterias.
- The Charter School will clean high touch areas in staff breakrooms at least once per day.
- Cleaning and Disinfection after a Confirmed Case on Campus:
 - If an individual confirmed to have COVID-19 was on campus, the Charter School will complete enhanced cleaning and disinfection procedures in the spaces occupied by the confirmed COVID-19 case.
 - Employees completing this cleaning must wear a mask and gloves at all times and will refer to Material Safety Data Sheets or follow the instructions on the chemical labels.
 - When disinfecting, the Charter School will use an EPA-registered disinfectant that is approved for emerging pathogens.
 - Custodians will focus on immediate areas occupied by the confirmed COVID-19 case.
 - Custodians will clean and disinfect:
 - All non-porous surfaces in the ill occupant's space/office, as well as on shared equipment (like tablets, touch screens, keyboards, remote controls) in bathrooms and shared spaces used by the ill person. Cleaning and disinfection will also focus on high-touch surfaces (e.g. desk, table, hardbacked chair, doorknob, light switch, handle, computer, keyboard, mouse, telephones).
 - On porous surfaces (e.g., carpets, chairs) in the confirmed COVID-19 case's space or office, custodians will remove visible contamination, clean with appropriate cleaners, and disinfect with a liquid/spray indicated for use on the material.
 - The space(s) where the confirmed COVID-19 case was present may be reoccupied once these cleaning and disinfection procedures have been completed.
- The Charter School will ensure proper ventilation during all cleaning and disinfecting. Staff are encouraged to introduce fresh outdoor air as much as possible, by opening windows where practicable.
- The Charter School will comply with [CDPH Guidance on Ventilation of Indoor Environments and Ventilation and Filtration to Reduce Long-Range Airborne Transmission of COVID-19](#)

[and Other Respiratory Infections: Considerations for Reopened Schools](#) to the greatest extent practicable for each facility.

- All frequently touched surfaces in the workplace, such as chairs, desks, tables, keyboards, telephones, handrails, light switches, sink handles, restroom surfaces and door handles, will be routinely cleaned.
- Staff will be trained as appropriate in the chemical hazards, manufacturer’s directions, and Cal/OSHA requirements for safe and correct application of cleaning and disinfectant agents in accordance with the Healthy Schools Act guidance from the California Department of Pesticide Regulation and Cal/OSHA.
- When choosing disinfecting products, the Charter School will use those approved for use against COVID-19 on the Environmental Protection Agency (EPA)- approved list “N” and require staff to follow product instructions. MSA-2, 3, 4, 6, and 8 will use disinfectants from the LAUSD’s List of Approved Hand Sanitizers and Disinfectants.
 - To reduce the risk of asthma and other health effects related to disinfecting, the Charter School will select disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid) as recommended by the US EPA Design for Environment program.
 - The Charter School will avoid products that contain peroxyacetic (peracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.
 - Staff shall follow label directions for appropriate dilution rates and contact times.
 - The Charter School will establish a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.

Subject to available resources, disposable disinfecting wipes shall be made available so that employees can wipe down commonly used surfaces (e.g., doorknobs, keyboards, remote controls, desks, other work tools and equipment) before each use. Disinfectant wipes and sprays will be kept away from students.

9. Facility measures: The Charter School will incorporate CDE guidance measures for maintaining a healthy facility, to include some or all of the following:

- Maintenance staff will regularly inspect and test ventilation systems and fans to confirm they operate properly and will increase circulation of outdoor air as much as possible by opening windows and doors and other methods.
- Windows and doors should not be opened if doing so poses a safety or health risk by exacerbating seasonal allergies or asthma symptoms.

- The Charter School will consider alternatives, such as increased central air filtration (targeted filter rating of at least MERV 13) if opening windows poses a safety or health risk to persons using the facility.
- HVAC systems will be set to maximize indoor/outdoor air exchanges unless outdoor conditions (recent fire, high outdoor temperature, humidity, and pollen levels) make this inappropriate.
- If an HVAC system becomes nonoperational, additional ventilation should be provided with the use of fans or relocating classes until repairs are completed.
- The COVID-19 isolation and quarantine areas should be outdoors when feasible to maximize ventilation and minimize exposures to COVID-19 infection. Under no circumstances should an isolation or quarantine area be in a room without a functioning HVAC system.
- Maintenance staff will ensure that all water systems and features (e.g., drinking fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.
- Consider installing additional temporary handwashing stations at all school entrances and near classrooms to minimize movement and congregation in bathrooms.
- Consider installing privacy boards or clear screens to increase and enforce separation between staff and students.

10. Extracurricular Activities:

- All extracurricular activities operated by or supervised by school personnel or occurring on a school site, whether or not occurring during school hours, will be undertaken in compliance with this policy and all required public health measures applicable to K-12 schools. This applies to sports, band, chorus, clubs, and other similar activities and organizations. All MSA campuses will operate and supervise extracurricular activities in compliance with the latest California Department of Public Health K-12 guidance and any other relevant state or county guidance on sports and extracurricular activities.
- MSA Los Angeles sports programs will observe all required elements of the most updated version of the Los Angeles County Department of Public Health's "COVID-19 Exposure Management Plan Guidance, Youth Recreational Sports Programs" and the Los Angeles County Department of Public Health's "Protocol for Organized Youth Sports: Appendix S" in addition to any future binding guidance applicable to K-12 youth sports programs.
 - Each Los Angeles campus's COVID-19 Compliance Officer shall fulfill the duties of the COVID-19 Organized Youth Sports Program Compliance Officer, as those duties are described in LACDPH's sports-related COVID-19 guidance.

- Each Los Angeles campus's COVID-19 Compliance Officer shall ensure that the required LACDPH youth sports exposure management protocols are followed in accordance with current guidance.
- Each Los Angeles campus's COVID-19 Compliance Officer shall ensure that all mandatory testing required by the LACDPH's youth sports guidance is conducted in accordance with current guidance.
- All MSA extracurricular programs will keep updated rosters of all participating students and staff to facilitate identification of close contacts.

11. Use of Face Coverings: The Charter School will follow CDPH, CDE and CDC guidance and state and local health orders on the use of face coverings. All staff are encouraged to review the CDPH and CDC guidance on cloth face coverings; face coverings must be used in accordance with CDPH Guidance and this Policy unless a person is subject to exemption.

- All MSA students are strongly recommended but no longer required to wear a face mask when indoors at any Charter School Campus building, bus, or other enclosed space. ~~Individuals must still wear masks when entering a COVID-19 testing site, symptom and wellness check area, isolation or quarantine area, or other medically sensitive area.~~
- At MSA- 2, 3, 4, 6 and 8, masks continue to be required for healthcare employees working with patients in indoor healthcare settings such as nurse's office, vaccination clinic, wellness clinic, etc., but not for students or employees in these areas.
- Each MSA campus will provide face coverings and shall ensure they are worn by employees when required to do so by a CDPH regulation or order.
- Staff who return to work from isolation after having COVID-19 must wear a highly-protective mask around others, except when eating or drinking, for the full 10 days from onset of symptoms or, if asymptomatic, from the first positive COVID-19 test.
- Students who return to school from isolation after having COVID-19 are strongly recommended to wear a highly-protective mask around others, except when eating or drinking, for a full 10 days from onset of symptoms or, if asymptomatic, from the first positive COVID-19 test. For students of MSA 2, 3, 4, 6 and 8, masking is mandatory until Day 10 following a return from isolation, unless two sequential negative tests are received at least one day apart between Days 6 and 10.
- ~~Students and employees of MSA 2, 3, 4, 6 and 8 are required to wear a highly protective mask at all times in a LACDPH-designated outbreak setting (e.g., individuals who are part of the specific classroom or group involved in the outbreak must wear masks).~~

- No person at any MSA campus can be prevented from wearing a mask as a condition of participation in an activity or entry into the school site unless wearing a mask would pose a safety hazard.
- Face masks—to the extent they are required—are required without regard to vaccination status.
- Face masks and face shields, if required, may be removed for meals, snacks, naptime, showers, or outdoor recreation, or when needing to be replaced. When any type of face covering is temporarily removed, it should be placed in a clean paper bag (marked with the student’s name and date) until it needs to be put on again.
- The Charter School will provide face coverings for students and staff who lose their face coverings or forget to bring them to school.
- Employees should wear a clean face mask to work every day if still required to wear one.
- Employees are expected to teach and reinforce proper use of face coverings, and in limited circumstances, face shields.
- The Charter School will post signs regarding the need for, proper use, removal, and washing of face coverings and shall educate students, particularly younger elementary school students, on the rationale and proper use of face coverings.
- When pedagogically necessary, teachers still subject to an indoor face mask requirement may use clear plastic face shields with an appropriate seal (cloth covering extending from the bottom edge of the shield and tucked into the shirt collar) or transparent masks in certain limited situations in the classroom to enable students to see their faces and avoid potential barriers to phonological instruction as long as the wearer maintains physical distance from others to the extent practicable. Staff must return to wearing their normal surgical-grade face covering at all other times, unless otherwise exempted.
- The Charter School will evaluate any employee’s request for accommodation from the Charter School’s facial covering policy/requirement pursuant to the MPS Employee Handbook and applicable law for all lawfully recognized accommodations. Employees requesting an accommodation from the facial covering policy/requirement must provide appropriate documentation and contact human resources.
- Accommodations for students:
 - Pursuant to CDPH Guidance on the use of face masks, individuals with a medical condition, mental health condition, or disability that prevents wearing a mask are to be accommodated with an exemption from mask wearing. This includes those who are hearing impaired as well as those who communicate with the hearing impaired.

- If a student cannot wear a mask due to a medical condition, mental health condition, or disability, he or she should wear the next most effective alternative that can be tolerated, such as a transparent face shield with a cloth draping sealing the bottom.
- Parents/guardians who believe their student may need an accommodation from the Charter School's facial covering policy and requirement should contact the Charter School principal.
- Upon receipt of appropriate documentation, the Charter School will evaluate requests for accommodation and determine what, if any accommodations the Charter School can provide.
- Assessment of whether a medical condition, mental health condition, or disability warrants a mask accommodation is a medical determination that must be made by a physician, nurse practitioner, physician assistant. Self-attestation and parental attestation for mask exemptions due to the aforementioned conditions do not constitute medical determinations.

12. Use of Gloves and Personal Protective Equipment: The Charter School is no longer required by emergency public health orders to require the use of gloves and personal protective equipment. Any employee or student who wishes to wear gloves and/or personal protective equipment beyond the required facial coverings may do so, provided that they dispose of them safely and appropriately and do not wear gloves or personal protective equipment of a type or in a manner that interferes with their ability to perform their duties. Upon request, the Charter School will provide gloves, a protective gown, and/or a well-fitting medical grade mask to any employee dealing with sick children, performing cleaning or disinfection, or when otherwise working indoors in close contact with others or when there is heightened likelihood of contact with respiratory secretions or other bodily fluid.

13. Support for Students at Increased Risk of Becoming Infected or Unrecognized Illness. Pursuant to state and local health guidance, the Charter School has developed the following measures to mitigate the risk of COVID-19 to vulnerable student groups:

- The Home Office COVID-19 Response Team or designee will review student health plans, including 504 Plans, to identify students who may need additional accommodations to minimize potential exposure.
- The Home Office COVID-19 Response Team or designee will develop a process for engaging families for potentially unknown concerns that may need to be accommodated.
- The Charter School will identify additional preparations for classroom and non-classroom environments as needed to ensure the safety of students at increased risk of becoming infected

or having unrecognized illness. Persons who might be at increased risk of becoming infected or having unrecognized illness include the following:

- Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
 - Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
 - Individuals who may not be able to communicate symptoms of illness.
- The Charter School is prepared for opening to provide Free Access to Public Education (“FAPE”) in the least restrictive environment (“LRE”) for each student. All students with disabilities will receive services according to their IEP. In accordance with IDEA, it is critical to reinforce the understanding that students receiving special education services, or 504 accommodations are general education students first. Balancing the educational needs with the health and well-being of students and staff is our top priority.
 - Every child and adolescent with a disability is entitled to FAPE and is entitled to special education services based on their individualized education program (IEP). The Charter School continuously review and problem solve to balance safety and service needs. In order to provide the required level of safety, systems, processes and service delivery models have been reviewed. Adherence to social distancing guidelines will be followed as feasible except for instances when the services outlined in a specific IEP call for closer proximity. This will be evaluated on a case-by-case basis. For example, additional provision of PPE supplies to staff (gloves, gowns, face shields and Plexiglas dividers) who are required to deliver hand-over-hand instruction or hygiene service needs for students.
 - Evaluations and Timelines:
 - All IDEA/ADA compliance timelines will be followed on schedule and in accordance with IDEA/ADA regulations. IEP Team meetings and 504 meetings that were missed due to the March school facility closures will be rescheduled and conducted as soon as possible, if not already conducted. All IEP team meetings and 504 meetings will be conducted virtually until the use of school facilities return to normal operations.
 - Services:
 - The IDEA allows for flexibility in determining how to meet the individualized needs of students receiving special education services. State guidelines for the delivery of special education and related services will be implemented while protecting the health and safety of students as well as the individuals providing the services.
 - If a student is unable to access their education in person due to medical or other circumstances, including the inability to wear a face covering, alternative means of delivering these services will be provided.

- The Charter School will provide appropriate protective equipment relative to the responsibilities of all Support Service Staff and disability needs.
- All Staff and students will receive training on the appropriate use of PPE and healthy hygiene practices that are proven to mitigate the spread of COVID-19.
- The Charter School will identify additional preparations for classroom and non-classroom environments as needed to ensure the safety of students at increased risk of becoming infected or having unrecognized illness. Persons who might be at increased risk of becoming infected or having unrecognized illness include the following:
 - Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
 - Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
 - Individuals who may not be able to communicate symptoms of illness.

14. COVID-19 Vaccination Policy for Employees. The Charter School has adopted the following COVID-19 employee vaccination policy (“Employee Vaccination Policy”). The purpose of this Employee Vaccination Policy is to protect the health, safety, and well-being of all Charter School employees, students, families, and stakeholders to the maximum extent possible. The Charter School drafted this policy in compliance with all applicable federal and state laws, including guidance from the Equal Employment Opportunity Commission (“EEOC”), Centers for Disease Control and Prevention (“CDC”), the California Department of Public Health (“CDPH”), and local health authorities.

- Pursuant to the LAUSD’s August 13, 2021 communication entitled “COVID-19 Vaccination Requirement for Employees and Other Adults Working at District Facilities,” all employees, contractors, and other adults providing services at any District-owned school site must be fully vaccinated against COVID-19 no later than October 15, 2021. This directive is a condition of both employment and continued employment. **This policy applies to MSA-2, 3, 4, 6, and 8.**
- Pursuant to the LAUSD’s December 16, 2021 communication entitled “Charter School COVID-19 Vaccination Compliance Certification Regarding Employees and/or Other Adults Providing Services to or for the Charter School on Any Site Including Non-District Property Occupied by Any District Authorized Charter School,” the LAUSD employee vaccine mandate will apply to all LAUSD-authorized charter schools, whether on District-property or not. **This policy applies to MSA-7.**
 - Under this policy, all employees of LAUSD-authorized schools, as well as all other adults who provide services to or for the Charter School, must become fully vaccinated against COVID-19 by June 30, 2022.

- Unlike LAUSD’s employee vaccine mandate for charter schools located on District-owned campuses, this policy permits the school to grant reasonable accommodations from vaccination to employees and other adults providing services at the school.
- No employee or other adult providing services to MSA 7 will be permitted on campus if they have not either become fully vaccinated against COVID-19 or received an accommodation from MSA-7 by June 30, 2022.
- MSA-7 shall prepare and carry a process for fielding requests for exemptions and shall establish in writing how its reasonable accommodation process is aligned with the goal of protecting the health and safety of all students, staff, and the school community against the threat of COVID-19.
- Employees and adults providing services at MSA-7 who need an exemption from vaccination must contact the MSA-7 Compliance Task Force and the HR Department as soon as possible if they need an exemption from vaccination.
- Furthermore, pursuant to this policy, MSA 7 must be prepared to provide LAUSD with any and all documents/records demonstrating that it is monitoring its employees and other adults who provide services to or for the Charter School and otherwise relating to the Charter School’s compliance with LAUSD requirements.
- **Proof of COVID-19 Vaccination:**
 - Consistent with applicable law, the Charter School will only accept the following forms of proof of COVID-19 vaccination:
 - COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control & Prevention or WHO Yellow Card) which includes name of person vaccinated, type of vaccine provided and date last dose administered); OR
 - A photo of a Vaccination Record Card as a separate document; OR
 - A photo of the client's Vaccination Record Card stored on a phone or electronic device; OR
 - Documentation of COVID-19 vaccination from a health care provider; OR
 - Digital record that includes a QR code that when scanned by a SMART Health Card reader displays to the reader client name, date of birth, vaccine dates and vaccine type; OR
 - Documentation of vaccination from other contracted employers who follow these vaccination records guidelines and standards.
 - Any MPS employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on any MPS campus who either fails to provide proof of

- COVID-19 or provides proof of vaccination that is not consistent with the above-referenced acceptable forms of proof will be deemed unvaccinated.
- Employees may their submit proof of COVID-19 vaccination to the MPS Human Resources Department.
 - The Charter School will securely maintain the confidentiality of employee COVID-19 vaccination data in strict compliance with all applicable legal authority.
 - **Accommodations:** Employees may request an accommodation from COVID-19 vaccinations and/or COVID-19 testing due to a medical issue or sincerely held religious belief, practice or observance that may prevent an employee from vaccinating or testing for COVID-19. Upon receiving a request for accommodation from COVID-19 testing and/or vaccinations, the Charter School will engage in the interactive process and determine what, if any accommodations can be provided. However, the Charter School may not be required to provide an employee with an accommodation, should it result in a direct threat to health and safety at the School or to the employee or if the accommodation will cause an undue hardship for the School, among other reasons.
 - **Compliance Period:**
 - Employees at MSA-2, 3, 4, 6, and 8 campuses must submit proof of COVID-19 vaccination to the Charter School before October 15, 2021. Such employees who fail to submit proof of COVID-19 vaccination before this date will be deemed in non-compliance with this policy, absent an approved, legally recognized accommodation from such testing.
 - Employees at MSA-7 must submit proof of vaccination to the Charter School by June 30, 2022.
 - **Non-Compliance:**
 - Any employee deemed to be in non-compliance with this policy may be subject to disciplinary action, up to and including termination from at-will employment.
 - The Charter School reserves the right to refuse entry to campus to any volunteer, vendor, contractor other adult supporting Charter School functions, should they fail to comply with the proof of vaccination and testing directives as stated in this Policy.
 - All employees who have not yet vaccinated should do so outside of working hours. Employees who demonstrate they are unable to get vaccinated outside working hours may use accrued sick leave for time spent attending a COVID-19 vaccination appointment. In such cases, employees must consult with their supervisors regarding the best time to be excused to receive the vaccine and are responsible for arranging coverage during their absence to get vaccinated, if applicable.

- The Charter School will not discriminate, harass, or retaliate against any employee for receiving the COVID-19 vaccine or for electing not to receive the COVID-19 vaccine. However, the School reserves the right to appropriately discipline an employee for non-compliance with this policy, consistent with applicable law.
- As public health and legal guidance regarding COVID-19 vaccinations evolves, the Charter School reserves the right to revise this Employee Vaccination Policy. Upon any revision to this Employee Vaccination Policy, the Charter School will provide immediate notice in writing to all employees.
- Employee with any questions regarding the Charter School's Employee Vaccination Policy may contact Human Resources Department at hr@magnoliapublicschools.org.

15. COVID-19 Vaccination Policy for Students. The Charter School has adopted the following COVID-19 student vaccination policy ("Student Vaccination Policy"). The purpose of this Student Vaccination Policy is to protect the health, safety, and well-being of all Charter School employees, students, families, and stakeholders to the maximum extent possible. The Charter School drafted this policy in compliance with all applicable federal and state laws, including guidance from the Centers for Disease Control and Prevention ("CDC"), the California Department of Public Health ("CDPH"), and local health authorities.

Pursuant to the directive of the Los Angeles Unified School District, all students of MSA- 2, 3, 4, 6, 7, and 8 who are eligible to receive COVID-19 vaccination must be vaccinated against COVID-19 by the first day of the 2023-24 school year, unless medically exempted, or they will not be permitted on campus. At this time, the Student Vaccination Policy applies only to students at MSA- 2, 3, 4, 6, 7, and 8.

Proof of Vaccination.

Vaccination status can only be proven by one of the following methods acknowledged by the California Department of Public Health:

COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control and Prevention or WHO Yellow Card) which includes the name of the person vaccinated, type of vaccine provided and date last dose administered; OR

A photo of a Vaccination Record Card as a separate document; OR

A photo of the client's Vaccination Record Card stored on a phone or electronic device; OR

Documentation of COVID-19 vaccination from a health care provider; OR

Digital record that includes a QR code that when scanned by a SMART Health Card reader display to the reader client name, date of birth, vaccine dates and vaccine type.

Parental Consent.

Parent/guardian consent is required for vaccination of students 12-17 years of age.

A student consent form is available at the Daily Pass Portal at <https://DailyPass.lausd.net> and is included to be filled out as part of the process of making an appointment to receive COVID-19 vaccination from the Los Angeles Unified School District.

Parents/guardians may be present at, but will not be required to attend, their child's appointment to receive a COVID-19 vaccination from the Los Angeles Unified School District.

Compliance Requirements.

To provide proof of vaccination, parents/guardians must upload adequate documentary proof of vaccination to the Daily Pass system and ensure that the information appears in the "Vaccinations" tab of their student's Daily Pass. Students vaccinated by the Los Angeles Unified School District do not need to submit their vaccination record, as it will be automatically updated following receipt of the vaccine.

At this time, the Pfizer-BioNTech COVID-19 vaccine is the only vaccine approved for individuals aged 12 to 17. Students who are 18 or older may also use the Johnson & Johnson or Moderna vaccine to satisfy the vaccination requirement.

To meet the deadlines imposed by the Los Angeles Unified School District for student vaccination, students aged 12+ should receive their first dose of the Pfizer-BioNTech vaccine no later than 5 weeks prior, and second shot no later than two weeks prior, to the vaccination requirement deadline. To meet the vaccination deadline, students aged 18+ should receive the single dose of the Johnson & Johnson vaccine no later than two weeks prior to the vaccination deadline. And, to meet the deadline using the Moderna vaccine, students should receive their first shot no later than 6 weeks prior to their deadline with their second shot coming no later than two weeks prior to the vaccination requirement deadline.

Exemptions and Conditional Admissions.

Parents/guardians may apply for exemptions from the COVID-19 vaccine requirements only for medical reasons. The medical exemption process must be followed with the completion of the *Student Medical Exemption to the COVID-19 Vaccine* form and its submission via the Daily Pass portal.

Students who are not in compliance by the deadline may be conditionally admitted if they are in one of the following groups: 1) foster youth, 2) experiencing homelessness, 3) migrant, 4) military family, or 5) has an IEP.

There are no religious or personal belief exemptions to the Student Vaccination Policy. Because this Student Vaccination Policy is implemented at the directive of the Los Angeles Unified School District, the Charter School cannot grant exemptions outside of those granted through the District's Daily Pass process.

MSA 2, 3, 4, 6, 7, and 8 students who fail to comply with the Student Vaccination Policy by the first day of Fall Semester 2023, will be excluded from physically entering campus.

MSA 2, 3, 4, 6, and 8 students will still be required to comply with all COVID-19 testing frequencies mandated by the Los Angeles Unified School District without regard to vaccination status.

16. Communications to the Charter School Community: The Charter School will keep families, staff, and the community informed, engaged, and in touch as the new school year begins, by implementing the following communications measures:

- The Charter School will engage with families and staff to develop strategies to prepare and respond to the COVID-19 emergency, including guidelines for families about when to keep students home from school and other topics.
- Communications will include a process for engaging families for potentially unknown concerns that may need to be accommodated.
- Prior to the start of the school year, the Charter School will communicate to staff, students, and parents about new, COVID-19-related protocols, including:
 - Proper use, removal and washing of face coverings.
 - Screening practice.
 - How COVID-19 is spread.
 - COVID-19 specific symptom identification.
 - Preventing the spread of COVID-19 if you are sick, including the importance of not coming to work if staff members have symptoms, or if they or someone they live with has been diagnosed with COVID- 19, including pertinent isolation and quarantine policies.
 - Local community testing sites and options for obtaining COVID-19 testing from private medical providers, including any testing arranged by the Charter School.
 - Guidelines for employees regarding COVID-19 specific symptom identification and when to seek medical attention.
 - Guidelines for families about when to keep students home from school.
 - Systems for self-reporting symptoms.
 - Criteria and plan to close schools again for physical attendance of students.
 - Changes in Charter School extracurricular, academic, and meal programs to help prevent the spread of COVID-19.
 - Contact information at the Charter School for students who may have been exposed to COVID-19.
 - Charter School contact information if a student has COVID-19 symptoms or may have been exposed to COVID-19.
- The Charter School will provide information to parents and guardians regarding this Policy

and related guidance, along with the safety measures that will be in place in indoor and outdoor settings with which parents and guardians must comply.

- This Policy will be posted at all public entrances to the Charter School campus.
- The Charter School will develop a communications plan for implementation if the school has a positive COVID-19 case in accordance with CDPH and CDE guidelines.

The MPS CEO/Superintendent is authorized to implement changes or additions to this policy in order to ensure compliance or consistency with new or revised orders or guidance from local, county, state or federal authorities (“Agencies”), to take any and all actions consistent with orders and guidance from the Agencies that is not specifically addressed by this policy, and to ensure compliance with the Charter School’s charter petition. The MPS CEO/Superintendent shall provide the Board with regular updates as to actions taken pursuant to this section.

Appendix

Site Specific Planning Form

This document has been included to align with the Los Angeles Unified School District’s (“LAUSD”)’s COVID-19 Containment, Response and Control Plan (“Containment Plan”). Pursuant to the LAUSD’s Containment Plan, the LAUSD is requiring all Los Angeles Unified schools complete this form, along with the pre-filled versions of the Los Angeles County Department of Public Health COVID-19 Reopening Protocols for K-12 Schools: Appendices T1 and T2 documents.

School Name: _____

Date Last Revised: _____

School Address: _____

Location Code: _____

School Phone Number: _____

Campus Density

- Approximate Square Footage open: _____
- Maximum Student Capacity: _____
- Maximum Number of Staff with physical distancing: _____
- Total Number of Students Enrolled: _____
- 25% of Total Number of Students Enrolled: _____
- In-person class size is limited to: _____
- The **maximum** number of students & staff permitted on _____

campus at any one time to ensure no more than 25% of total student body and to maximize physical distancing is:

Specialized Services for defined subgroups of children (T1)			
Enter the estimated total number of students that will return per grade (if none, enter 0)			
TK:	3:	5:	9:
K:	4:	6:	10:
1:	5:	7:	11:
2:	6:	8:	12:
Estimated total number of administrators, teachers, and other employees on campus supporting resumption of all permitted in-person services for students: _____			

Services

The [Grab & Go Food Center](#) located closest to this school is at:

- School Name: _____
- Address _____

The [COVID-19 Test Center](#) located closest to this school is at:

- School Name: _____
- Address: _____

School COVID-19 Compliance Task Force

Name	Job Title	Role
	(Principal)	Leader
		COVID-19 Compliance Officer
	(School Administrative Assistant)	Attendance Monitor
	(Plant Manager)	Cleaning/Disinfecting Operations
	(School Nurse)	Exposure Management Advisor
		Health Office Manager
		Data Collection Manager

Health Office Set-up and Staff

Type of Health Office	Indoor vs. Outdoor	Location	Staff Person(s)	Alternate	Runner
General Health Office (Non-COVID)					
Isolation Area (Recommended Outdoors)					
Quarantine Area					

School Communications

The following information was sent to parents/students prior to the start of in-person services: (check all that apply)	
<input type="checkbox"/> Isolation and quarantine policies as they apply to students who have symptoms or may have been exposed <input type="checkbox"/>	<input type="checkbox"/> Options for COVID-19 testing if the student or a family member has symptoms – or exposure to COVID-19
<input type="checkbox"/> Changes in school meals to avert risk	<input type="checkbox"/> Required use of face coverings
<input type="checkbox"/> How to conduct a symptom check before students leave home for school	<input type="checkbox"/> Changes in academic and extracurricular programs to avert risk
<input type="checkbox"/> Importance of student compliance with physical distancing and infection control policies	<input type="checkbox"/> Who to contact at the school if students have symptoms or may have been exposed
<input type="checkbox"/> School policies concerning parent visits to school and advisability of contact the school remotely	<input type="checkbox"/> Importance of providing up-to-date emergency contact information, including multiple parent contact options

[4832-6772-6068, v. 344832-6772-6068, v. 33](#)



Updated on 06/08/2023

HEALTH AND SAFETY POLICY FOR COVID-19

It is the policy of Magnolia Public Schools (“Charter School”) to take all reasonable measures to prevent the spread of the novel coronavirus disease (“COVID-19”) among students and staff. In accordance with this policy, the Charter School is temporarily implementing health and safety measures to mitigate the spread of COVID-19 as the Charter School resumes in-person instruction. This policy recognizes that these measures are each designed to provide some protection against COVID-19. While there may be times when one measure may not be feasible, implementing alternative measures can provide additional layers of safety. This Policy includes both mandatory measures (using terms “shall” or “will”) as well as recommended measures intended to guide decisions in light of practical limitations.

This Policy is based on guidance provided by the Centers for Disease Control (“CDC”), the California Department of Education (“CDE”), the California Department of Public Health (“CDPH”), and relevant county public health officials. The Governor and each county public health official is vested with the authority to impose health and safety standards, which may vary by locality in response to different local conditions. The Charter School will, as necessary, consult with their county health officer, or designated staff, who are best positioned to monitor and provide advice on local conditions to individually determine whether more or less stringent measures are necessary to align with the applicable public health orders. The Charter School will fully cooperate with county public health officials regarding the screening, monitoring and documentation that will be required to permit careful scrutiny of health outcomes associated with the return to in-person instruction on Charter School campuses.

This Policy constitutes the Charter School’s COVID-19 Testing Plan, as required by Education Code section 32096 (SB 1479).

This Policy also constitutes the COVID-19 Infection Control Plan for each Charter School worksite. Prior to resuming in-person instruction, the Home Office COVID-19 Response Team shall perform a comprehensive risk assessment of all work areas and work tasks in accordance with guidance from CDPH and this Policy. The following staff member(s) is (are) responsible for implementing this Policy at each campus:

School Name	Staff Members	Phone Number
Magnolia Science Academy-1	Home Office COVID-19 Response Team	213-628-3634
	MSA-1 Compliance Task Force Team	818-609-0507
Magnolia Science Academy-2	Home Office COVID-19 Response Team	213-628-3634
	MSA-2 Compliance Task Force Team	818-758-0300
Magnolia Science Academy-3	Home Office COVID-19 Response Team	213-628-3634
	MSA-3 Compliance Task Force Team	310-637-3806
Magnolia Science Academy-4	Home Office COVID-19 Response Team	213-628-3634
	MSA-4 Compliance Task Force Team	310-473-2464
Magnolia Science Academy-5	Home Office COVID-19 Response Team	213-628-3634
	MSA-5 Compliance Task Force Team	818-705-5676
Magnolia Science Academy-6	Home Office COVID-19 Response Team	213-628-3634
	MSA-6 Compliance Task Force Team	310-842-8555
Magnolia Science Academy-7	Home Office COVID-19 Response Team	213-628-3634
	MSA-7 Compliance Task Force Team	818-886-0585
Magnolia Science Academy-8	Home Office COVID-19 Response Team	213-628-3634
	MSA-8 Compliance Task Force Team	323-826-3925

Magnolia Science Academy-Santa Ana	Home Office COVID-19 Response Team	213-628-3634
	MSA-SA Compliance Task Force Team	714-479-0115
Magnolia Science Academy-San Diego	Home Office COVID-19 Response Team	213-628-3634
	MSA-SD Compliance Task Force Team	619-644-1300
MPS Home Office	Home Office COVID-19 Response Team	213-628-3634

In addition to in-person instruction, the Charter School will also offer optional independent study as an alternative to in-person instruction in the 2022-23 school year. Independent study will also be made available for students for whom in-person instruction poses a heightened risk of infection.

1. Limited Access to Campus. California public health authorities have relaxed restrictions on access to school campuses; however, the ongoing threat of COVID-19 necessitate that the following precautions **may** be maintained **as warranted by local conditions:**

- The Charter School may limit nonessential visitors' access to the Charter School campus and may limit the number of students and staff with whom they come into contact, based on, among other factors, the current levels of community transmission **and** the relative importance of the visit's purpose.
- The Charter School will exclude from the campus any employee, student, parent, caregiver or visitor who refuses to take or does not pass a Wellness and Temperature Screening.
- All visitors to a Charter School Campus are strongly encouraged to wear a face mask while inside any Charter School building, vehicle, or other enclosed space.
- Any parent or guardian picking up a student who has been placed on isolation or quarantine must stay outside campus and the student will be brought to them for dismissal.
- Signage shall be posted at all public entrances to the Charter School warning visitors not to enter if they have COVID-19 symptoms.
- Students excluded from campus on the basis of an elevated temperature or other COVID-19 related symptoms may be provided with Independent Study opportunities to support their academic success to the greatest extent possible during exclusion.
- Students and employees who are well but who have a household member that has been diagnosed with COVID-19 are directed to notify the COVID-19 Compliance Officer, who will

consult with other Charter School staff to determine whether the student or staff member can continue coming to school with a modified quarantine in light of current guidance and this Policy.

- Per Cal/OSHA requirements, the Charter School shall exclude staff members who have symptoms consistent with COVID-19 or have tested positive.
- Health and safety standards and procedures shall be applied equally to all users of a public school campus that is subject to a co-location arrangement.
- Implement health screenings of students and staff upon arrival at school (see Section 2).
- To the extent that non-parent visitors are required to enter the Charter School Campus, the School will take the following precautions:
 - Non-parental visitors will be allowed on campus via appointment only.
 - Non-parental visitors must pre-register in a visitor's log, which includes the visitor's name, email address, and phone number.
 - Non-parental visitors will only be allowed to enter specific areas to conduct their business.

2. Wellness Checks and Temperature Screenings:

- *COVID-19 Symptoms.* Currently, the CDC has identified the following as potential symptoms of COVID-19:
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
- In-person wellness checks administered under this Policy shall:
 - Confirm that the subject has not experienced COVID-19 symptoms in the prior 48 hours or potentially been exposed to COVID-19, by soliciting the following information:
 - Have you had any one or more of these symptoms today or within the past 48

hours? Are these symptoms new or not explained by another reason?

- Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
- Do you live in the same household with, or have you had close contact with, someone who in the past 14 days has been in isolation for COVID-19 or had a test confirming they have the virus? Close contact means sharing the same indoor airspace with an infected person for a cumulative total of 15 minutes or more over a 24-hour period during the positive case’s infectious period: 2 days before onset of symptoms or, for asymptomatic patients, 2 days prior to first positive test specimen collection and until the time the person is cleared from isolation. In indoor spaces less than 400,000 cubic feet per floor, close contact is defined as sharing the same indoor airspace for a cumulative total of 15 minutes or more over a 24-hour period during a confirmed case’s infectious period. In indoor spaces greater than 400,000 cubic feet per floor (such as open-floorplan offices, warehouses, large retail stores, or manufacturing or food processing facilities), then close contact is defined as being within 6 feet from the infected person for a cumulative total of 15 minutes or more over a 24-hour period. Spaces that are separated by floor-to-ceiling walls must be considered distinct indoor airspaces.
- If the student, staff, parent, or, visitor answers “no” to all questions, he or she may enter the school.
 - If the student, staff, parent, or visitor answers “yes” to any of the questions regarding COVID-19 symptoms, he or she may not enter the school. Employees, parents, and visitors answering “yes” must leave immediately and will be instructed to self-isolate until further instructions are given by the COVID-19 Compliance Officer. Students answering “yes” will be isolated and must leave as soon as pickup can be arranged and then will be instructed likewise.

- Students, staff, parents, or visitors who have had close contact with an individual who has tested positive shall be permitted to access the school site so long as they follow all quarantine and close contact guidance set forth in Section 6 of this Policy.
- Students and staff are encouraged to screen themselves for symptoms at home before coming to campus.
- Students and staff of MSA-2, 3, 4, 6, and 8 may be subject to further health check procedures as required by LAUSD.
- A check in area should be established on campus for health screenings to be performed privately and with enough space to allow physical distancing.
- *Campus Screening Logistics:*
 - Each employee and visitor to the school site shall be screened for COVID-19 symptoms before entering the school site.
 - Temperature and wellness screenings will be performed by a trained school employee at all Charter School Campuses to the extent feasible.

3. COVID-19 Compliance Task Force and Compliance Officer. State and local health orders require that schools designate a task force and liaison to be responsible for receiving and sharing information on COVID-19 policies, positive cases, and exposures. The Charter School shall comply with these requirements by implementing the following measures:

- The Charter School will comply with and implement the “COVID-19 Exposure Management Plan Guidance in TK-12 Schools,” promulgated by the Los Angeles County Department of Public Health (“LAC DPH”). If the LAC DPH Exposure Management Plan is updated such that this Policy becomes materially inconsistent with it, the Charter School will follow the current Exposure Management Plan.
- The Charter School will establish a Compliance Task Force. The Compliance Task Force is responsible for establishing and enforcing all COVID-19 safety protocols, as well as ensuring all Charter School students and staff receive appropriate COVID-19 education. The names and contact information for all Compliance Task Force members are referenced above on pages one and two of this policy.
- The Charter School will designate a “COVID-19 Compliance Officer,” to act as a liaison between the local county public health department and the Charter School, in the event of a COVID-19 cluster or outbreak at the Charter School. The name and contact information for the Charter School’s COVID-19 Compliance Officer is referenced above on pages one and two of this policy.
- The COVID-19 Compliance Officer shall monitor trends in absences and the prevalence of symptoms and illnesses among students and staff on campus to help isolate them promptly, as

needed.

- The COVID-19 Compliance Officer shall be the point of contact responsible for sharing information on positive cases and exposures to relevant state and local health departments, as detailed in the Exposure Management Plan section of this Policy.
- The COVID-19 Compliance Officer shall conduct COVID-19 Task Force meetings no less than twice per month to identify areas for improving the enforcement and results of this Policy.

4. COVID-19 Testing and Reporting. Testing, in conjunction with vaccination, face masking, and other safety protocols, is a key factor in preventing COVID-19 infection. In keeping with the recommendations and requirements of state and local health departments, the Charter School shall implement the following testing and reporting procedures:

- This Policy constitutes the Charter School’s COVID-19 Testing Plan, as required by Education Code section 32096 (SB 1479) and incorporates by reference the CDPH guidance entitled “Testing Framework for K-12 Schools for the 2022-2023 School Year.”
- The COVID-19 Compliance Officer at each school site shall ensure that enforcement of this Policy conforms with the requirements of the CDPH Testing Framework for K-12 Schools for the 2022-2023 School Year, including but not limited to the following:
 - Being a point of contact for testing and facilitating coordination with the California Testing Task Force and other relevant entities, as necessary;
 - Being responsible for reviewing current testing recommendations provided by CDPH and any applicable local county health agency;
 - Maintaining situational awareness of the testing resources and programs offered by the California Testing Task Force and monitoring the availability of pre-positioned testing resources housed with a county office of education or local health jurisdiction;
 - Monitoring the CDC’s COVID-19 Community Data Tracker to identify when increased school testing may be necessary; and
 - Communicating with the California Testing Task Force, as necessary.
- When testing students or employees for COVID-19, the Charter School will use FDA-Authorized viral COVID-19 tests, including a Nucleic Acid Amplification Test (NAAT, such as a Polymerase Chain Reaction test or an Antigen test. An FDA-authorized over-the-counter test is acceptable for student and staff screening purposes so long as the results can be verified.

- Testing will be applied on symptomatic¹, response², and asymptomatic³ bases, as required by health authority guidance and this policy.
- The Charter School’s COVID-19 Compliance Officer must be made aware of all positive student and staff test results and shall report those results to local public health officials as required by law.
- Per Cal/OSHA’s non-emergency COVID-19 Prevention regulations (8 CCR §§ 3205-3205.3), the Charter School will provide testing at no cost to employees during paid time for any employee with close contact exposure in the workplace, whether to a single case or an outbreak.
- Testing Required in San Diego County:
 - No student testing will be required at MSA-SD at this time due to local transmission rates. However, the Charter School reserves the right to exclude MSA-SD students from campus who are either symptomatic for COVID-19 or who have been exposed to COVID-19, until all time and symptom criteria have been reached, consistent with public health guidance and as stated in this Policy. The Charter School will also continue to monitor local case rates to determine whether any further COVID-19 testing of students is necessary.
- Testing Required at Magnolia Science Academy MSA- 2, 3, 4, 6, and 8:
 - Beginning July 1, 2022, MSA- 2, 3, 4, 6, and 8 will no longer conduct weekly asymptomatic testing. Instead, these campuses will implement a Response Testing protocol, whereby those (1) who present with symptoms, (2) who have been exposed to a confirmed positive case (inside or outside of school or work), or (3) who tested positive for COVID-19 and need to return from isolation early (after Day 5), will be required to test with a rapid antigen test provided by the school site.

¹ Symptomatic testing “is used for individuals with symptoms of COVID-19, either at home or at school.”

² Response testing “is used to identify positive individuals once a case has been identified in a given stable group. Response-based testing can be provided for symptomatic individuals or for asymptomatic individuals with known or suspected exposure to an individual infected with SARS-CoV-2.”

³ Asymptomatic testing is "used for surveillance, usually at a cadence of every 2 weeks or less frequently, to understand whether schools have higher or lower rates of COVID19 rates than the community, to guide decisions about safety for schools and school administrators, and to inform LHDs about district level in-school rates. Asymptomatic testing can also be used for screening, usually at a higher cadence (weekly or twice weekly) than surveillance testing, to identify asymptomatic or pre-symptomatic cases, in order to exclude cases that might otherwise contribute to in-school transmission.”

- Individuals who have recovered from laboratory-confirmed COVID-19 within the last 30 days are not required to test for COVID-19 unless they develop new onset symptoms. If these individuals develop new onset symptoms, they may avail themselves of a Rapid Antigen Test at their school or work site and upload its results via the Daily Pass.
- These campuses are recommended to maintain an inventory of rapid antigen tests equal to 30% of the total student and employee enrollment for response testing purposes.
- Individuals new to LAUSD are required to baseline test upon their start of school or work. All individuals will be required to comply with all District requirements for baseline testing upon return from school breaks, such as Spring Break.
- Testing Required at MSA-1, 5, 7 and MSA-SA:
 - Beginning July 1, 2022, MSA-1, 5, 7, and Santa Ana will no longer conduct weekly asymptomatic testing. Instead, these campuses will implement a Response Testing protocol, whereby those (1) who present with symptoms, (2) who have been exposed to a confirmed positive case (inside or outside of school or work), or (3) who tested positive for COVID-19 and need to return from isolation early (after Day 5), will be required to test with a rapid antigen test provided by the school site.
- Additional levels of employee and student COVID-19 testing may be implemented in response to local disease trends, an outbreak, as determined by the Home Office COVID-19 Response Team, where required by Cal/OSHA regulations, or where otherwise required by law or public health guidance. The Charter School reserves the right to require employees undergo additional frequencies of COVID-19 testing, consistent with applicable authority, and directives from public health authorities as well as the School's authorizer, regardless of an employee's COVID-19 vaccination status.
- For staff and student-wide testing, all staff and students shall be tested, except any staff and students who have no contact with others and do not report to campus.
- The Charter School can cause tests to be provided at any one of its campuses, or have staff get tested at any local testing site or by their health insurance provider, which must cover the cost.
 - If county-provided testing is not available, then private labs and health insurance providers may be used, and the cost of testing must be covered by the health insurance provider under an emergency state regulation.
- The Charter School's liaison must be made aware of the student and staff test results and report those results to local public health officials as required by local public health department guidance.
- Student consent for testing:

- For Charter School Students aged 12 and under, the Charter School will require parental consent for COVID-19 testing.
- Pursuant to California Family Code Section §6926 and CDPH guidance, Charter School Students aged 13 to 17 may consent to COVID-19 testing on their own.
- Charter School students aged 18 and older do not need parental consent for COVID-19 testing.
- Students who refuse to participate in the COVID-19 testing program or to report the test results to the Charter School, where such testing is required, will not be allowed to return to in-person instruction or otherwise enter the Charter School Campus. Both the testing and the reporting are required under applicable public health guidance and legal authority.
- For staff who refuse to participate in the COVID-19 testing program or to report the test results to the Charter School, where such testing is required, the Charter School reserves the right to discipline an employee for such non-compliance, up to and including termination from at-will employment.
- Consistent with applicable law, the Charter School will consider accommodations from mandatory testing for medical reasons and any other lawfully recognized reason. Employees or students and/or parents/guardians who wish to request an accommodation for themselves or their child can contact the Charter School. The Charter School cannot guarantee the availability of particular accommodation and will process all requests for accommodation consistent with MPS policies and applicable law.
- The Charter School must maintain confidentiality of test results, other than reporting the results to local public health officials. All medical information about any employee must be stored separately from the employee's personnel file in order to limit access to this confidential information. The Charter School should have a separate confidential medical file for each employee where the Charter School can store all of that employee's medical information. Medical information includes COVID-19 test results, an employee's statement via any symptom screening that they have symptoms or COVID-19, medical certifications showing the employee needs time off due to COVID-19, etc. For students, the Charter School will take similar precautions to safeguard the students' privacy and confidentiality, consistent with FERPA and all relevant legal requirements.
- All volunteers, contractors, vendors and other adults supporting Charter School functions on any MPS campus must comply with applicable COVID-19 testing requirements, as stated in the COVID-19 Vaccination Policy.
- In the event of a positive test result of a student or family member:

- The Charter School requires that parents/guardians notify school administration immediately if the student tested positive for COVID-19 or if one of their household members or non-household close contacts tested positive for COVID-19.
- Upon receiving notification that staff or a student has tested positive for COVID-19 or been in close contact with a COVID-19 case, the Charter School will take actions as required in Section 5 below.

5. Exposure Management Policy: Suspected/Confirmed Cases and Isolation. Preventing and minimizing the spread of COVID-19 within the Charter School Community requires a sound policy for managing exposure to infected individuals. The Charter School will follow the exposure management provisions of the “COVID-19 Exposure Management Plan Guidance in TK-12 Schools,” promulgated by the LAC DPH as well as “COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year” promulgated by the CDPH, and other local counties. In the event that this protocol is updated so that it materially conflicts with the measures laid out in this Policy, the Charter School will follow the updated protocol; otherwise, the following measures shall be followed:

- **Reporting Obligation.** Per AB 86 and California Code Title 17, section 2500, schools are required to report COVID-19 cases to the local public health department. The COVID-19 Compliance Officer shall report positive COVID-19 cases to the appropriate county authority to the extent required by their county health department.
- **Suspected Cases.** In the event of a suspected COVID-19 case:
 - The Charter School will identify an isolation room and/or outdoor areas to separate anyone who exhibits COVID-19 symptoms.
 - Isolation of students, employees, and visitors exhibiting symptoms of COVID-19 will occur without regard to vaccination and/or recent testing status.
 - Any students, staff, or visitors exhibiting symptoms should immediately be provided with and required to wear a surgical-grade or better face covering and should be directed to wait in the separate isolation area until they can be transported home or to a healthcare facility, as soon as practicable. For serious illness, call 9-1-1 without delay.
 - Students in the isolation area will be monitored by a staff member.
 - Parents/guardians will be required to pick up their students within one hour. Parents/guardians should take the student to get a COVID-19 test immediately and, if a student of MSA- 2, 3, 4, 6, or 8, **are strongly recommended to** upload the test result to the LAUSD Daily Pass system or otherwise provide a copy to the school. Students and employees of MSA- 2, 3, 4, 6 and 8 will be provided with a rapid antigen test to administer at home.

- A log will be kept of all persons entering the isolation area.
- Physical distancing of six feet or greater will be maintained in the isolation and area and masking shall be required for any individual entering these areas.
- **Symptomatic but negative.** Symptomatic individuals who test negative for COVID-19 can return 24 hours after resolution of fever (if any) and improvement in symptoms.
 - Documentation of a negative test result should be provided to school administrators.
 - In lieu of a negative test result, students and staff may return to work with a medical note by a physician that provides alternative explanation for symptoms and reason for not ordering COVID-19 testing.
 - Symptomatic individuals who neither test for COVID-19 nor consult with a medical professional must isolate at home until fever free for 24 hours, improved symptoms, and 10 days from symptom onset.
 - For MSA-SD, individuals who have symptoms of COVID-19 but who test negative with an antigen test must confirm the initial negative antigen test with a second follow-up test (antigen, PCR, or other NAAT) administered the following day and must remain isolated until cleared by the confirmatory test.
- **Confirmed Case.** The CDPH defines a “Confirmed Case” to mean a person who has received a positive result of the presence of SARS-CoV-2 virus as confirmed by a COVID-19 viral test or clinical diagnosis.
- **Isolation.** Confirmed Cases, both student and staff, must isolate until they have satisfied the following conditions:
 - At least 5 days have passed since symptom onset or, if asymptomatic, since their positive test; AND
 - At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; AND
 - Other symptoms are not present, or symptoms are mild and improving.
 - **NOTE:** If fever reduction and improvement of other symptoms are not both achieved, isolation may not end until after Day 10 from symptom onset for symptomatic cases. If asymptomatic, isolation may end after Day 5 from their positive test, so long as they remain asymptomatic.
 - If a person’s COVID-19 symptoms recur or worsen after ending isolation, they should re-test with an antigen test and re-isolate as they may have COVID-19 rebound, starting over at Day 0 if positive. Isolation for COVID-19 rebound can end 5 days after rebound began, as long as the individual has been fever-free for at least 24 hours and symptoms have resolved or are improving.

- Students returning to school after isolation should wear a highly protective non-cloth mask when around others, except when eating or drinking, for a full 10 days from testing positive or onset of symptoms. Students of MSA 2, 3, 4, 6 and 8 must wear a mask for a full 10 days from testing positive or onset of symptoms. In either case, any student returned case can remove their mask before Day 10 with two sequential negative tests received one day apart between days 6 and 10.
- Staff returning to school after isolation are required to wear a highly protective non-cloth mask when around others, except when eating or drinking, for a full 10 days from first testing positive or onset of symptoms.
- The School will comply with Cal/OSHA regulations regarding when employees may return to work after exposure, as detailed in the Charter School's COVID-19 Prevention Procedures portion of its Injury and Illness Prevention Program.
- Upon excluding an employee from the workplace based on COVID-19 or a close contact, the Charter School shall give the employee information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws, including any benefits available under legally mandated sick leave, if applicable, workers' compensation law, local government requirements, the Charter School's own leave policies, and any leave guaranteed by contract, if any.
- **School Response to Confirmed Case.** In the event of one or more confirmed COVID-19 case(s) the Charter School will follow the CDPH and local public health guidance, including implementation of the following practices:
 - MSA Los Angeles COVID-19 Compliance Officers are only required to alert LACDPH when there are three or more cases of COVID-19 in a classroom, office, or other pre-defined or identifiable group who were on campus at any point within the 14 days prior to illness onset date.
 - MSA Los Angeles COVID-19 Compliance Officers will notify the Los Angeles County Department of Public Health of any COVID-19 hospitalizations or deaths among students or staff by sending a notification to ACDC-Education@ph.lacounty.gov.
 - MSA Los Angeles Schools will inform all employees how to obtain testing, will offer testing at no cost and during paid time, and will provide testing in a manner that ensures employee confidentiality. An over-the-counter COVID-19 test may be both self-administered and self-read if the results are verifiable, such as through a time/date stamped photograph or through use of an over the counter test that uses digital reporting of results.

- Notifications will be provided by the Home Office COVID-19 Response Team depending on the county where the school is located.
- Site administrators of MSA- 2, 3, 4, 6, and 8 will report all employee close contacts to LAUSD using the Initial Exposure Management (IEM) Reporter App, as detailed in the latest LAUSD IOC guidance on exposure management reporting. Site administrators of MSA- 2, 3, 4, 6, and 8 are strongly recommended, but not required, to report student close contacts to LAUSD through the IEM Reporter App.
- The notification to the local public health department must include:
 - 1) The full name, address, telephone number, and date of birth of the individual who tested positive;
 - 2) The date the individual tested positive, the school(s) at which the individual was present on-site within the 10 days preceding the positive test, and the date the individual was last on-site at any relevant school(s); and
 - 3) The full name, address, and telephone number of the person making the report.
 - For San Diego Charter School locations, the public health department should be notified either via phone at (888) 950-9905, or online at www.coronavirus-sd.com. The notification should list the following information: 1) The name of the person reporting, 2) the Charter School name and district, 3) the Charter School address, 4) your position at the Charter School. For the individual diagnosed with COVID-19, the notification should list the individual's: 1) Name, 2) date of birth, 3) contact information (phone number and email), 4) the individual's last date on the Charter School campus, and 5) any additionally relevant comments.
 - For Los Angeles County Charter School locations: The Charter School will report any clusters of three or more school-related COVID-19 cases online through the Shared Portal for Outbreak Tracing (SPOT):https://spot.cdph.ca.gov/s/?language=en_US. If there are multiple cases to report, schools can submit their reports using the "Bulk Upload Template" located within the SPOT portal. All cluster reporting notifications should be submitted to LACDPH within 1 business day of being notified of the third case within any group. Schools that need assistance on COVID-19 case reporting or other exposure management processes can call the TK-12 School COVID-19 Case Reporting Call Center, Monday through Friday from 8:00 AM to 5:00 PM at (833)707-0319.

- For Orange County Charter School locations: Contact the Orange County Public Health Department via phone at 714-834-8180, or via email at epi@ochca.com.
- Close off areas used by any sick person and do not use before cleaning and disinfection.
- Investigate the COVID-19 illness and exposures and determine if any work-related factors could have contributed to risk of infection.
- Update protocols as needed to prevent further cases in accordance with CDPH Guidelines (“Responding to COVID-19 in the Workplace”).
- Implement communication plans for exposure at school and potential school closures in the event of an outbreak or other necessary circumstances, to include outreach to students, parents, teachers, staff and the community.
- Include information for staff regarding labor laws, information regarding Disability Insurance, Paid Family Leave and Unemployment Insurance, as applicable to schools.
- **Outbreak.** In the event of an outbreak or cluster of three or more epidemiologically linked cases of COVID-19 at a Charter School:
 - The Charter School will review and comply with the COVID-19 Outbreak Procedures of its Injury and Illness Prevention Program with regard to workplace safety procedures required by Cal/OSHA to protect employees’ health.
 - The Charter School CTF and COVID-19 Compliance Officer will work closely with local county public health officials, timely provide all required information, and otherwise comply with all CDPH and local guidance regarding outbreaks.⁴
 - The COVID-19 Compliance Officer for MSA Los Angeles campuses will immediately call the LACDPH at (833) 707-0319 or submit an online report at https://spot.cdph.ca.gov/s/?language=en_US.
 - The Charter School will notify students, families, employees, and stakeholders that the Charter School and local public health department are investigating a cluster and/or outbreak. The notice will encourage all stakeholders to follow public health recommendations.
 - During an outbreak, all employees exposed to any positive case will be entitled to free COVID-19 testing provided by the school.

⁴ In the event of an outbreak, all Charter School locations will comply with guidance titled “Management of Outbreaks of COVID-19,” issued by the LAC DPH. This protocol can be found at: http://publichealth.lacounty.gov/media/Coronavirus/docs/education/EMPSupplement_K12Schools.pdf. In the event that other state or local guidance provides more stringent outbreak protocol, the Charter School will comply with such protocol.

- During an outbreak at MSA 2, 3, 4, 6 and 8, all individuals in the close contact outbreak group will be required to mask at all times until the outbreak is cleared and to test 3-5 days after last exposure, with weekly testing thereafter, subject to further site-specific requirements as imposed by LACDPH.
- During an outbreak at MSA 2, 3, 4, 6 and 8, individuals will be prohibited from entering the campus if they fail to test as required.
- During a major outbreak (20+ positive cases) at MSA 2, 3, 4, 6 and 8, testing will be required twice a week.

6. Exposure Management Policy: Close Contacts, Tracing, and Quarantine. Preventing and minimizing the spread of COVID-19 within the Charter School Community requires a sound policy for managing exposure to infected individuals. The Charter School will follow the exposure management provisions of the “COVID-19 Exposure Management Plan Guidance in TK-12 Schools,” promulgated by the LAC DPH as well as “COVID-19 Public Health Guidance for K-12 Schools in California, 2022-23 School Year” promulgated by the CDPH, and other local counties. In the event that this protocol is updated so that it materially conflicts with the measures laid out in this Policy, the Charter School will follow the updated protocol; otherwise, the following measures shall be followed:

- **Infectious Period.** A positive case of COVID-19 can only expose others to the disease during their infectious period. The CDPH defines the infectious period as follows:
 - For symptomatic cases, 2 days before the confirmed case had any symptoms (symptom onset date is Day 0) through Days 5-10 after symptoms first appeared AND 24 hours have passed with no fever, without the use of fever-reducing medications, and symptoms have improved OR
 - For asymptomatic confirmed cases, 2 days before the positive test specimen collection date (collection date is Day 0) through Day 5 after positive specimen collection date for their first positive COVID-19 test.
 - For the purposes of identifying close contacts and exposures, symptomatic and confirmed cases who end isolation in accordance with CDPH isolation and quarantine guidance are no longer considered to be within their infectious period.
- **Contact Tracing.** Upon discovery of a confirmed case on campus, the COVID-19 Compliance Task Force will conduct contact tracing by utilizing either Group Tracing or Individual Contact Tracing to identify individuals who had “Close Contacts” with the confirmed case during his or her infectious period. Only Individual Contact Tracing may be used at MSA 2, 3, 4, 6, and 8.

- **“Close Contact”** is defined as spending a total of fifteen minutes or more over a 24-hour period in the same indoor airspace as a confirmed case during the confirmed case’s infectious period (two days before symptom onset until clearance from isolation, or, for asymptomatic cases, from two days before their first positive test until clearance from isolation). For large indoor airspaces of 400,000 cubic feet per floor (such as open-floorplan offices, warehouses, large retail stores, or manufacturing or food processing facilities) close contact is defined as being within 6 feet of the infected person for a cumulative total of 15 minutes or more over a 24-hour period during the infected person’s infectious period. Spaces that are separated by floor-to-ceiling walls (e.g. offices, suites, break/eating areas separated by floor-to-ceiling walls) are considered distinct indoor airspaces.)
 - In Los Angeles County, close contacts occurring in “large indoor airspaces,” may be limited to 1) those in a pre-defined or identifiable group (e.g. teammates, club members, cohort, etc.) or 2) those within 6 feet of the infected person for 15 minutes or more over a 24-hour period.
 - If a Los Angeles County campus utilizes the 6-ft definition of close contact, it must still issue an exposure notification to all who qualify as close contacts under the “same airspace” definition, and must issue a strong recommendation to those individuals to (1) monitor for symptoms; (2) wear a highly-protective mask around others indoors; and (3) test with an FDA-authorized viral COVID-19 test within 3-5 days since the last date of exposure.
 - Persons with an outdoor exposure at school are not considered close contacts.
 - For Los Angeles Campuses: when notifying any individual that they are a close contact of a positive case, the COVID-19 Compliance Officer will provide the individual with the LACDPH “Instructions for Close Contacts” guidance.

- All MSA campuses will maintain classroom seating charts to facilitate future identification of close contacts.
- In the event of notice of potential exposure,⁵ with regards to its employees, the Charter School will follow all steps set forth in its Injury and Illness Prevention Program COVID-19 Addendum.
- **“Highly Protective Mask.”** In some circumstances, masking is required in response to exposure to a confirmed case or following isolation. LAUSD defines this to mean masks that are well-fitting, non-cloth masks of multiple layers with a nose wire, or cloth masks that meet American Society for Testing and Materials (ASTM) standards for high filtration efficiency (ASTM F3502-Level 2) or have a particle filtration efficiency of at least 95%. More information can be found on the Los Angeles County Department of Public Health’s website: <http://publichealth.lacounty.gov/acd/ncorona2019/masks/>.
- **Individual Contact Tracing.** Schools will notify students who spent more than a cumulative total of 15 minutes (within a 24-hour time period) within 6 feet of a confirmed case during their period of infectiousness. The COVID-19 Compliance Task Force for each campus shall conduct contact tracing investigation by conducting interviews, reviewing seating charts and class schedules, and other means necessary to fully investigate possible exposures.
 - Pursuant to LAUSD exposure protocols, Individual Tracing shall be used for investigating all close contacts at MSA 2, 3, 4, 6, and 8.
 - After confirmation of a positive case at MSA 2, 3, 4, 6 or 8, the COVID-19 Compliance Officer must submit an IEM Report listing all close contacts among employees to LAUSD, and is strongly recommended, but not required, to submit an IEM report on student close contacts.
- **Group Tracing.** MSA 2, 3, 4, 6, and 8 may no longer use the group Tracing approach to contact tracing for students. MSA SD shall use Group Tracing for student exposures in the school setting and individual notification for employee exposures and student exposures outside of the school setting. All other MSA campuses shall have the option to utilize either group tracing or individual contact tracing to track exposures among students or employees, as follows:

⁵ Notice of potential exposure means any of the following: (a) notification from a public health official or licensed medical provider that an employee was exposed to a qualifying individual at the worksite; (b) notification from an employee, or their emergency contact, that the employee is a qualifying individual; (c) notification through the Charter School’s testing protocol that the employee is a qualifying individual; or (d) notification from a subcontracted employer that a qualifying individual was on the school site. (Labor Code § 6409.6, subd. (d)(3).)

- Schools will notify students who spent more than a cumulative total of 15 minutes (within a 24-hour time period) in a shared indoor airspace (e.g., classroom) with someone with COVID-19 during their period of infectiousness.
 - Notification should occur to “groups” of exposed students (e.g., classmates, teammates, cohorts, etc.) rather than contact tracing to identify individual “close contacts” (e.g., those within 6 feet).
 - Notifications should be provided to all individuals considered exposed, including those who are vaccinated and/or recently infected.
 - MSA 2, 3, 4, 6 and 8 COVID-19 Compliance Officers will provide students and employees with a single rapid antigen test per close contact.
- **Exposure Notification.**
 - Notification can be done using an individual notification or group notification method where individuals are notified of their exposure and advised of actions to take, such as testing requirements to remain on campus, if any, in keeping with public health guidance on exposure and quarantine responses.
 - School will strongly recommend testing for all students, employees, and visitors in close contact with the confirmed COVID-19 case.
 - The Charter School will issue all notices to employees and independent contractors as required by Cal/OSHA regulations and the COVID-19 Prevention portions of the Charter School’s Injury and Illness Prevention Program.
- **Quarantine Procedures.**
 - Close contacts who develop symptoms of COVID-19 infection, regardless of vaccination status or previous infection, should stay home away from others and test for COVID-19.
 - Asymptomatic close contacts are not required to stay home **provided they monitor for symptoms and remain asymptomatic.** They are recommended **but not required** to wear a well-fitting mask around others for 10 days after exposure **and** test for COVID-19 between days 3-5 from exposure.
 - Student close contacts with a mask exemption who have been exposed to a confirmed case should wear a face shield with a drape at the bottom if their condition allows it. For students who cannot tolerate a mask or a face shield with a drape at the bottom, they should monitor their health for symptoms for 10 days after last exposure and should test for COVID-19 immediately and within day 3-5 from exposure with at least a day between tests.
 - Close contacts who recently tested positive for COVID-19 within the prior 30 days do not need to be tested unless symptoms develop.

- Close contacts who recently tested positive for COVID-19 in the past 31-90 days should use an antigen test.
- Close contacts who are, or live with persons, at higher risk for severe illness are recommended to test as soon as possible after exposure. If testing negative before Day 3, they should retest during the 3-5 day window following exposure, with at least 24 hours between tests.

7. Sanitizing/hygiene materials and practices:

- Staff will teach and reinforce proper handwashing technique, avoiding contact with one's eyes, nose, and mouth, using a tissue to wipe the nose, and covering coughs and sneezes.
- The Charter School shall make soap, tissues, no-touch trashcans, face coverings, water and paper towels or dryers for hand washing available. Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application. Soap products marketed as "antimicrobial" are not necessary or recommended.
- A restroom will need to be dedicated for individuals in the isolation area. This restroom must be cleaned and sanitized before other occupants may use it.
- Employees should visit the CDC's coughing and sneezing etiquette and clean hands webpage for more information.

8. Routine cleaning and disinfecting: The Charter School will maintain a high level of cleanliness throughout the year to help reduce the risk of exposure to and spread of COVID-19 at the school site. In general, cleaning once a day is usually enough to sufficiently remove potential virus that may be on surfaces. Disinfecting (using disinfectants on the [U.S. Environmental Protection Agency COVID-19](#) list) removes any remaining germs on surfaces, which further reduces any risk of spreading infection.

- Custodial staff will perform routine and thorough cleaning once per day, and when students are not present. When cleaning, the space will be aired out before children arrive.
- Routine cleaning practices include, but are not limited to:
 - Using everyday janitorial cleaning supplies and disinfectants for surfaces as floors, tables, desks, counters, sinks, toilets, and other hard-surfaced furniture and equipment;
 - Dusting hard surfaces;
 - Damp wiping of hard surfaces to ensure they are free of debris;
 - Wet mopping of floors;
 - Vacuuming carpets and mats.
- Health Office areas, including the general health office, isolation area, and quarantine area, may require more frequent cleaning and rapid response, as needed.

- Student restrooms will be serviced at least twice a day and will be fully cleaned and disinfected using electrostatic equipment by the night cleaning crew once per day.
- The Charter School will clean and disinfect areas commonly visited by staff no less than once per day during operating hours and implement a schedule for such cleaning and disinfecting. These areas include, but are not limited to: Break rooms, restrooms, lobbies, classrooms, laboratories, nurse's office, counseling and student support areas, staff offices, and cafeterias.
- The Charter School will clean high touch areas in staff breakrooms at least once per day.
- Cleaning and Disinfection after a Confirmed Case on Campus:
 - If an individual confirmed to have COVID-19 was on campus, the Charter School will complete enhanced cleaning and disinfection procedures in the spaces occupied by the confirmed COVID-19 case.
 - Employees completing this cleaning must wear a mask and gloves at all times and will refer to Material Safety Data Sheets or follow the instructions on the chemical labels.
 - When disinfecting, the Charter School will use an EPA-registered disinfectant that is approved for emerging pathogens.
 - Custodians will focus on immediate areas occupied by the confirmed COVID-19 case.
 - Custodians will clean and disinfect:
 - All non-porous surfaces in the ill occupant's space/office, as well as on shared equipment (like tablets, touch screens, keyboards, remote controls) in bathrooms and shared spaces used by the ill person. Cleaning and disinfection will also focus on high-touch surfaces (e.g. desk, table, hardbacked chair, doorknob, light switch, handle, computer, keyboard, mouse, telephones).
 - On porous surfaces (e.g., carpets, chairs) in the confirmed COVID-19 case's space or office, custodians will remove visible contamination, clean with appropriate cleaners, and disinfect with a liquid/spray indicated for use on the material.
 - The space(s) where the confirmed COVID-19 case was present may be reoccupied once these cleaning and disinfection procedures have been completed.
- The Charter School will ensure proper ventilation during all cleaning and disinfecting. Staff are encouraged to introduce fresh outdoor air as much as possible, by opening windows where practicable.
- The Charter School will comply with [CDPH Guidance on Ventilation of Indoor Environments and Ventilation and Filtration to Reduce Long-Range Airborne Transmission of COVID-19 and Other Respiratory Infections: Considerations for Reopened Schools](#) to the greatest extent practicable for each facility.

- All frequently touched surfaces in the workplace, such as chairs, desks, tables, keyboards, telephones, handrails, light switches, sink handles, restroom surfaces and door handles, will be routinely cleaned.
- Staff will be trained as appropriate in the chemical hazards, manufacturer's directions, and Cal/OSHA requirements for safe and correct application of cleaning and disinfectant agents in accordance with the Healthy Schools Act guidance from the California Department of Pesticide Regulation and Cal/OSHA.
- When choosing disinfecting products, the Charter School will use those approved for use against COVID-19 on the Environmental Protection Agency (EPA)- approved list "N" and require staff to follow product instructions. MSA-2, 3, 4, 6, and 8 will use disinfectants from the LAUSD's List of Approved Hand Sanitizers and Disinfectants.
 - To reduce the risk of asthma and other health effects related to disinfecting, the Charter School will select disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid) as recommended by the US EPA Design for Environment program.
 - The Charter School will avoid products that contain peroxyacetic (peracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.
 - Staff shall follow label directions for appropriate dilution rates and contact times.
 - The Charter School will establish a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.

Subject to available resources, disposable disinfecting wipes shall be made available so that employees can wipe down commonly used surfaces (e.g., doorknobs, keyboards, remote controls, desks, other work tools and equipment) before each use. Disinfectant wipes and sprays will be kept away from students.

9. Facility measures: The Charter School will incorporate CDE guidance measures for maintaining a healthy facility, to include some or all of the following:

- Maintenance staff will regularly inspect and test ventilation systems and fans to confirm they operate properly and will increase circulation of outdoor air as much as possible by opening windows and doors and other methods.
- Windows and doors should not be opened if doing so poses a safety or health risk by exacerbating seasonal allergies or asthma symptoms.
 - The Charter School will consider alternatives, such as increased central air filtration (targeted filter rating of at least MERV 13) if opening windows poses a safety or health risk to persons using the facility.

- HVAC systems will be set to maximize indoor/outdoor air exchanges unless outdoor conditions (recent fire, high outdoor temperature, humidity, and pollen levels) make this inappropriate.
- If an HVAC system becomes nonoperational, additional ventilation should be provided with the use of fans or relocating classes until repairs are completed.
- The COVID-19 isolation and quarantine areas should be outdoors when feasible to maximize ventilation and minimize exposures to COVID-19 infection. Under no circumstances should an isolation or quarantine area be in a room without a functioning HVAC system.
- Maintenance staff will ensure that all water systems and features (e.g., drinking fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.
- Consider installing additional temporary handwashing stations at all school entrances and near classrooms to minimize movement and congregation in bathrooms.
- Consider installing privacy boards or clear screens to increase and enforce separation between staff and students.

10. Extracurricular Activities:

- All extracurricular activities operated by or supervised by school personnel or occurring on a school site, whether or not occurring during school hours, will be undertaken in compliance with this policy and all required public health measures applicable to K-12 schools. This applies to sports, band, chorus, clubs, and other similar activities and organizations. All MSA campuses will operate and supervise extracurricular activities in compliance with the latest California Department of Public Health K-12 guidance and any other relevant state or county guidance on sports and extracurricular activities.
- MSA Los Angeles sports programs will observe all required elements of the most updated version of the Los Angeles County Department of Public Health's "COVID-19 Exposure Management Plan Guidance, Youth Recreational Sports Programs" and the Los Angeles County Department of Public Health's "Protocol for Organized Youth Sports: Appendix S" in addition to any future binding guidance applicable to K-12 youth sports programs.
 - Each Los Angeles campus's COVID-19 Compliance Officer shall fulfill the duties of the COVID-19 Organized Youth Sports Program Compliance Officer, as those duties are described in LACDPH's sports-related COVID-19 guidance.
 - Each Los Angeles campus's COVID-19 Compliance Officer shall ensure that the required LACDPH youth sports exposure management protocols are followed in accordance with current guidance.

- Each Los Angeles campus's COVID-19 Compliance Officer shall ensure that all mandatory testing required by the LACDPH's youth sports guidance is conducted in accordance with current guidance.
- All MSA extracurricular programs will keep updated rosters of all participating students and staff to facilitate identification of close contacts.

11. Use of Face Coverings: The Charter School will follow CDPH, CDE and CDC guidance and state and local health orders on the use of face coverings. All staff are encouraged to review the CDPH and CDC guidance on cloth face coverings; face coverings must be used in accordance with CDPH Guidance and this Policy unless a person is subject to exemption.

- All MSA students are strongly recommended but no longer required to wear a face mask when indoors at any Charter School Campus building, bus, or other enclosed space.
- At MSA- 2, 3, 4, 6 and 8, masks continue to be required for healthcare employees working with patients in indoor healthcare settings such as nurse's office, vaccination clinic, wellness clinic, etc., but not for students or employees in these areas.
- Each MSA campus will provide face coverings and shall ensure they are worn by employees when required to do so by a CDPH regulation or order.
- Staff who return to work from isolation after having COVID-19 must wear a highly-protective mask around others, except when eating or drinking, for the full 10 days from onset of symptoms or, if asymptomatic, from the first positive COVID-19 test.
- Students who return to school from isolation after having COVID-19 are strongly recommended to wear a highly-protective mask around others, except when eating or drinking, for a full 10 days from onset of symptoms or, if asymptomatic, from the first positive COVID-19 test. For students of MSA 2, 3, 4, 6 and 8, masking is mandatory until Day 10 following a return from isolation, unless two sequential negative tests are received at least one day apart between Days 6 and 10.
- No person at any MSA campus can be prevented from wearing a mask as a condition of participation in an activity or entry into the school site unless wearing a mask would pose a safety hazard.
- Face masks—to the extent they are required—are required without regard to vaccination status.
- Face masks and face shields, if required, may be removed for meals, snacks, naptime, showers, or outdoor recreation, or when needing to be replaced. When any type of face covering is temporarily removed, it should be placed in a clean paper bag (marked with the student's name and date) until it needs to be put on again.

- The Charter School will provide face coverings for students and staff who lose their face coverings or forget to bring them to school.
- Employees should wear a clean face mask to work every day if still required to wear one.
- Employees are expected to teach and reinforce proper use of face coverings, and in limited circumstances, face shields.
- The Charter School will post signs regarding the need for, proper use, removal, and washing of face coverings and shall educate students, particularly younger elementary school students, on the rationale and proper use of face coverings.
- When pedagogically necessary, teachers still subject to an indoor face mask requirement may use clear plastic face shields with an appropriate seal (cloth covering extending from the bottom edge of the shield and tucked into the shirt collar) or transparent masks in certain limited situations in the classroom to enable students to see their faces and avoid potential barriers to phonological instruction as long as the wearer maintains physical distance from others to the extent practicable. Staff must return to wearing their normal surgical-grade face covering at all other times, unless otherwise exempted.
- The Charter School will evaluate any employee's request for accommodation from the Charter School's facial covering policy/requirement pursuant to the MPS Employee Handbook and applicable law for all lawfully recognized accommodations. Employees requesting an accommodation from the facial covering policy/requirement must provide appropriate documentation and contact human resources.
- Accommodations for students:
 - Pursuant to CDPH Guidance on the use of face masks, individuals with a medical condition, mental health condition, or disability that prevents wearing a mask are to be accommodated with an exemption from mask wearing. This includes those who are hearing impaired as well as those who communicate with the hearing impaired.
 - If a student cannot wear a mask due to a medical condition, mental health condition, or disability, he or she should wear the next most effective alternative that can be tolerated, such as a transparent face shield with a cloth draping sealing the bottom.
 - Parents/guardians who believe their student may need an accommodation from the Charter School's facial covering policy and requirement should contact the Charter School principal.
 - Upon receipt of appropriate documentation, the Charter School will evaluate requests for accommodation and determine what, if any accommodations the Charter School can provide.

- Assessment of whether a medical condition, mental health condition, or disability warrants a mask accommodation is a medical determination that must be made by a physician, nurse practitioner, physician assistant. Self-attestation and parental attestation for mask exemptions due to the aforementioned conditions do not constitute medical determinations.

12. Use of Gloves and Personal Protective Equipment: The Charter School is no longer required by emergency public health orders to require the use of gloves and personal protective equipment. Any employee or student who wishes to wear gloves and/or personal protective equipment beyond the required facial coverings may do so, provided that they dispose of them safely and appropriately and do not wear gloves or personal protective equipment of a type or in a manner that interferes with their ability to perform their duties. Upon request, the Charter School will provide gloves, a protective gown, and/or a well-fitting medical grade mask to any employee dealing with sick children, performing cleaning or disinfection, or when otherwise working indoors in close contact with others or when there is heightened likelihood of contact with respiratory secretions or other bodily fluid.

13. Support for Students at Increased Risk of Becoming Infected or Unrecognized Illness. Pursuant to state and local health guidance, the Charter School has developed the following measures to mitigate the risk of COVID-19 to vulnerable student groups:

- The Home Office COVID-19 Response Team or designee will review student health plans, including 504 Plans, to identify students who may need additional accommodations to minimize potential exposure.
- The Home Office COVID-19 Response Team or designee will develop a process for engaging families for potentially unknown concerns that may need to be accommodated.
- The Charter School will identify additional preparations for classroom and non-classroom environments as needed to ensure the safety of students at increased risk of becoming infected or having unrecognized illness. Persons who might be at increased risk of becoming infected or having unrecognized illness include the following:
 - Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
 - Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
 - Individuals who may not be able to communicate symptoms of illness.
- The Charter School is prepared for opening to provide Free Access to Public Education (“FAPE”) in the least restrictive environment (“LRE”) for each student. All students with

disabilities will receive services according to their IEP. In accordance with IDEA, it is critical to reinforce the understanding that students receiving special education services, or 504 accommodations are general education students first. Balancing the educational needs with the health and well-being of students and staff is our top priority.

- Every child and adolescent with a disability is entitled to FAPE and is entitled to special education services based on their individualized education program (IEP). The Charter School continuously review and problem solve to balance safety and service needs. In order to provide the required level of safety, systems, processes and service delivery models have been reviewed. Adherence to social distancing guidelines will be followed as feasible except for instances when the services outlined in a specific IEP call for closer proximity. This will be evaluated on a case-by-case basis. For example, additional provision of PPE supplies to staff (gloves, gowns, face shields and Plexiglas dividers) who are required to deliver hand-over-hand instruction or hygiene service needs for students.
- Evaluations and Timelines:
 - All IDEA/ADA compliance timelines will be followed on schedule and in accordance with IDEA/ADA regulations. IEP Team meetings and 504 meetings that were missed due to the March school facility closures will be rescheduled and conducted as soon as possible, if not already conducted. All IEP team meetings and 504 meetings will be conducted virtually until the use of school facilities return to normal operations.
- Services:
 - The IDEA allows for flexibility in determining how to meet the individualized needs of students receiving special education services. State guidelines for the delivery of special education and related services will be implemented while protecting the health and safety of students as well as the individuals providing the services.
 - If a student is unable to access their education in person due to medical or other circumstances, including the inability to wear a face covering, alternative means of delivering these services will be provided.
 - The Charter School will provide appropriate protective equipment relative to the responsibilities of all Support Service Staff and disability needs.
 - All Staff and students will receive training on the appropriate use of PPE and healthy hygiene practices that are proven to mitigate the spread of COVID-19.
- The Charter School will identify additional preparations for classroom and non-classroom environments as needed to ensure the safety of students at increased risk of becoming infected or having unrecognized illness. Persons who might be at increased risk of becoming infected or having unrecognized illness include the following:
 - Individuals who have limited mobility or require prolonged and close contact with

- others, such as direct support providers and family members;
- Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
- Individuals who may not be able to communicate symptoms of illness.

14. COVID-19 Vaccination Policy for Employees. The Charter School has adopted the following COVID-19 employee vaccination policy (“Employee Vaccination Policy”). The purpose of this Employee Vaccination Policy is to protect the health, safety, and well-being of all Charter School employees, students, families, and stakeholders to the maximum extent possible. The Charter School drafted this policy in compliance with all applicable federal and state laws, including guidance from the Equal Employment Opportunity Commission (“EEOC”), Centers for Disease Control and Prevention (“CDC”), the California Department of Public Health (“CDPH”), and local health authorities.

- Pursuant to the LAUSD’s August 13, 2021 communication entitled “COVID-19 Vaccination Requirement for Employees and Other Adults Working at District Facilities,” all employees, contractors, and other adults providing services at any District-owned school site must be fully vaccinated against COVID-19 no later than October 15, 2021. This directive is a condition of both employment and continued employment. **This policy applies to MSA-2, 3, 4, 6, and 8.**
- Pursuant to the LAUSD’s December 16, 2021 communication entitled “Charter School COVID-19 Vaccination Compliance Certification Regarding Employees and/or Other Adults Providing Services to or for the Charter School on Any Site Including Non-District Property Occupied by Any District Authorized Charter School,” the LAUSD employee vaccine mandate will apply to all LAUSD-authorized charter schools, whether on District-property or not. **This policy applies to MSA-7.**
 - Under this policy, all employees of LAUSD-authorized schools, as well as all other adults who provide services to or for the Charter School, must become fully vaccinated against COVID-19 by June 30, 2022.
 - Unlike LAUSD’s employee vaccine mandate for charter schools located on District-owned campuses, this policy permits the school to grant reasonable accommodations from vaccination to employees and other adults providing services at the school.
 - No employee or other adult providing services to MSA 7 will be permitted on campus if they have not either become fully vaccinated against COVID-19 or received an accommodation from MSA-7 by June 30, 2022.
 - MSA-7 shall prepare and carry a process for fielding requests for exemptions and shall establish in writing how its reasonable accommodation process is aligned with

the goal of protecting the health and safety of all students, staff, and the school community against the threat of COVID-19.

- Employees and adults providing services at MSA-7 who need an exemption from vaccination must contact the MSA-7 Compliance Task Force and the HR Department as soon as possible if they need an exemption from vaccination.
- Furthermore, pursuant to this policy, MSA 7 must be prepared to provide LAUSD with any and all documents/records demonstrating that it is monitoring its employees and other adults who provide services to or for the Charter School and otherwise relating to the Charter School's compliance with LAUSD requirements.
- **Proof of COVID-19 Vaccination:**
 - Consistent with applicable law, the Charter School will only accept the following forms of proof of COVID-19 vaccination:
 - COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control & Prevention or WHO Yellow Card) which includes name of person vaccinated, type of vaccine provided and date last dose administered); OR
 - A photo of a Vaccination Record Card as a separate document; OR
 - A photo of the client's Vaccination Record Card stored on a phone or electronic device; OR
 - Documentation of COVID-19 vaccination from a health care provider; OR
 - Digital record that includes a QR code that when scanned by a SMART Health Card reader displays to the reader client name, date of birth, vaccine dates and vaccine type; OR
 - Documentation of vaccination from other contracted employers who follow these vaccination records guidelines and standards.
 - Any MPS employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on any MPS campus who either fails to provide proof of COVID-19 or provides proof of vaccination that is not consistent with the above-referenced acceptable forms of proof will be deemed unvaccinated.
 - Employees may their submit proof of COVID-19 vaccination to the MPS Human Resources Department.
 - The Charter School will securely maintain the confidentiality of employee COVID-19 vaccination data in strict compliance with all applicable legal authority.
- **Accommodations:** Employees may request an accommodation from COVID-19 vaccinations and/or COVID-19 testing due to a medical issue or sincerely held religious belief, practice or observance that may prevent an employee from vaccinating or testing for COVID-19. Upon

receiving a request for accommodation from COVID-19 testing and/or vaccinations, the Charter School will engage in the interactive process and determine what, if any accommodations can be provided. However, the Charter School may not be required to provide an employee with an accommodation, should it result in a direct threat to health and safety at the School or to the employee or if the accommodation will cause an undue hardship for the School, among other reasons.

- **Compliance Period:**
 - Employees at MSA-2, 3, 4, 6, and 8 campuses must submit proof of COVID-19 vaccination to the Charter School before October 15, 2021. Such employees who fail to submit proof of COVID-19 vaccination before this date will be deemed in non-compliance with this policy, absent an approved, legally recognized accommodation from such testing.
 - Employees at MSA-7 must submit proof of vaccination to the Charter School by June 30, 2022.
- **Non-Compliance:**
 - Any employee deemed to be in non-compliance with this policy may be subject to disciplinary action, up to and including termination from at-will employment.
 - The Charter School reserves the right to refuse entry to campus to any volunteer, vendor, contractor other adult supporting Charter School functions, should they fail to comply with the proof of vaccination and testing directives as stated in this Policy.
- All employees who have not yet vaccinated should do so outside of working hours. Employees who demonstrate they are unable to get vaccinated outside working hours may use accrued sick leave for time spent attending a COVID-19 vaccination appointment. In such cases, employees must consult with their supervisors regarding the best time to be excused to receive the vaccine and are responsible for arranging coverage during their absence to get vaccinated, if applicable.
- The Charter School will not discriminate, harass, or retaliate against any employee for receiving the COVID-19 vaccine or for electing not to receive the COVID-19 vaccine. However, the School reserves the right to appropriately discipline an employee for non-compliance with this policy, consistent with applicable law.
- As public health and legal guidance regarding COVID-19 vaccinations evolves, the Charter School reserves the right to revise this Employee Vaccination Policy. Upon any revision to this Employee Vaccination Policy, the Charter School will provide immediate notice in writing to all employees.
- Employee with any questions regarding the Charter School's Employee Vaccination Policy may contact Human Resources Department at hr@magnoliapublicschools.org.

15. COVID-19 Vaccination Policy for Students. The Charter School has adopted the following COVID-19 student vaccination policy (“Student Vaccination Policy”). The purpose of this Student Vaccination Policy is to protect the health, safety, and well-being of all Charter School employees, students, families, and stakeholders to the maximum extent possible. The Charter School drafted this policy in compliance with all applicable federal and state laws, including guidance from the Centers for Disease Control and Prevention (“CDC”), the California Department of Public Health (“CDPH”), and local health authorities.

Pursuant to the directive of the Los Angeles Unified School District, all students of MSA- 2, 3, 4, 6, 7, and 8 who are eligible to receive COVID-19 vaccination must be vaccinated against COVID-19 by the first day of the 2023-24 school year, unless medically exempted, or they will not be permitted on campus. At this time, the Student Vaccination Policy applies only to students at MSA- 2, 3, 4, 6, 7, and 8.

Proof of Vaccination.

Vaccination status can only be proven by one of the following methods acknowledged by the California Department of Public Health:

COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control and Prevention or WHO Yellow Card) which includes the name of the person vaccinated, type of vaccine provided and date last dose administered; OR

A photo of a Vaccination Record Card as a separate document; OR

A photo of the client’s Vaccination Record Card stored on a phone or electronic device; OR

Documentation of COVID-19 vaccination from a health care provider; OR

Digital record that includes a QR code that when scanned by a SMART Health Card reader display to the reader client name, date of birth, vaccine dates and vaccine type.

Parental Consent.

Parent/guardian consent is required for vaccination of students 12-17 years of age.

A student consent form is available at the Daily Pass Portal at <https://DailyPass.lausd.net> and is included to be filled out as part of the process of making an appointment to receive COVID-19 vaccination from the Los Angeles Unified School District.

Parents/guardians may be present at, but will not be required to attend, their child’s appointment to receive a COVID-19 vaccination from the Los Angeles Unified School District.

Compliance Requirements.

To provide proof of vaccination, parents/guardians must upload adequate documentary proof of vaccination to the Daily Pass system and ensure that the information appears in the “Vaccinations” tab of their student’s Daily Pass. Students vaccinated by the Los Angeles Unified School District

do not need to submit their vaccination record, as it will be automatically updated following receipt of the vaccine.

At this time, the Pfizer-BioNTech COVID-19 vaccine is the only vaccine approved for individuals aged 12 to 17. Students who are 18 or older may also use the Johnson & Johnson or Moderna vaccine to satisfy the vaccination requirement.

To meet the deadlines imposed by the Los Angeles Unified School District for student vaccination, students aged 12+ should receive their first dose of the Pfizer-BioNTech vaccine no later than 5 weeks prior, and second shot no later than two weeks prior, to the vaccination requirement deadline. To meet the vaccination deadline, students aged 18+ should receive the single dose of the Johnson & Johnson vaccine no later than two weeks prior to the vaccination deadline. And, to meet the deadline using the Moderna vaccine, students should receive their first shot no later than 6 weeks prior to their deadline with their second shot coming no later than two weeks prior to the vaccination requirement deadline.

Exemptions and Conditional Admissions.

Parents/guardians may apply for exemptions from the COVID-19 vaccine requirements only for medical reasons. The medical exemption process must be followed with the completion of the *Student Medical Exemption to the COVID-19 Vaccine* form and its submission via the Daily Pass portal.

Students who are not in compliance by the deadline may be conditionally admitted if they are in one of the following groups: 1) foster youth, 2) experiencing homelessness, 3) migrant, 4) military family, or 5) has an IEP.

There are no religious or personal belief exemptions to the Student Vaccination Policy. Because this Student Vaccination Policy is implemented at the directive of the Los Angeles Unified School District, the Charter School cannot grant exemptions outside of those granted through the District's Daily Pass process.

MSA 2, 3, 4, 6, 7, and 8 students who fail to comply with the Student Vaccination Policy by the first day of Fall Semester 2023, will be excluded from physically entering campus.

MSA 2, 3, 4, 6, and 8 students will still be required to comply with all COVID-19 testing frequencies mandated by the Los Angeles Unified School District without regard to vaccination status.

16. Communications to the Charter School Community: The Charter School will keep families, staff, and the community informed, engaged, and in touch as the new school year begins, by implementing the following communications measures:

- The Charter School will engage with families and staff to develop strategies to prepare and respond to the COVID-19 emergency, including guidelines for families about when to keep

students home from school and other topics.

- Communications will include a process for engaging families for potentially unknown concerns that may need to be accommodated.
- Prior to the start of the school year, the Charter School will communicate to staff, students, and parents about new, COVID-19-related protocols, including:
 - Proper use, removal and washing of face coverings.
 - Screening practice.
 - How COVID-19 is spread.
 - COVID-19 specific symptom identification.
 - Preventing the spread of COVID-19 if you are sick, including the importance of not coming to work if staff members have symptoms, or if they or someone they live with has been diagnosed with COVID- 19, including pertinent isolation and quarantine policies.
 - Local community testing sites and options for obtaining COVID-19 testing from private medical providers, including any testing arranged by the Charter School.
 - Guidelines for employees regarding COVID-19 specific symptom identification and when to seek medical attention.
 - Guidelines for families about when to keep students home from school.
 - Systems for self-reporting symptoms.
 - Criteria and plan to close schools again for physical attendance of students.
 - Changes in Charter School extracurricular, academic, and meal programs to help prevent the spread of COVID-19.
 - Contact information at the Charter School for students who may have been exposed to COVID-19.
 - Charter School contact information if a student has COVID-19 symptoms or may have been exposed to COVID-19.
- The Charter School will provide information to parents and guardians regarding this Policy and related guidance, along with the safety measures that will be in place in indoor and outdoor settings with which parents and guardians must comply.
- This Policy will be posted at all public entrances to the Charter School campus.
- The Charter School will develop a communications plan for implementation if the school has a positive COVID-19 case in accordance with CDPH and CDE guidelines.

The MPS CEO/Superintendent is authorized to implement changes or additions to this policy in order to ensure compliance or consistency with new or revised orders or guidance from local, county, state or federal authorities (“Agencies”), to take any and all actions consistent with

orders and guidance from the Agencies that is not specifically addressed by this policy, and to ensure compliance with the Charter School's charter petition. The MPS CEO/Superintendent shall provide the Board with regular updates as to actions taken pursuant to this section.

Appendix

Site Specific Planning Form

This document has been included to align with the Los Angeles Unified School District’s (“LAUSD”)’s COVID-19 Containment, Response and Control Plan (“Containment Plan”). Pursuant to the LAUSD’s Containment Plan, the LAUSD is requiring all Los Angeles Unified schools complete this form, along with the pre-filled versions of the Los Angeles County Department of Public Health COVID-19 Reopening Protocols for K-12 Schools: Appendices T1 and T2 documents.

School Name: _____

Date Last Revised: _____

School Address: _____

Location Code: _____

School Phone Number: _____

Campus Density

- Approximate Square Footage open: _____
- Maximum Student Capacity: _____
- Maximum Number of Staff with physical distancing: _____
- Total Number of Students Enrolled: _____
- 25% of Total Number of Students Enrolled: _____
- In-person class size is limited to: _____
- The **maximum** number of students & staff permitted on campus at any one time to ensure no more than 25% of total student body and to maximize physical distancing is:

Specialized Services for defined subgroups of children (T1)			
Enter the estimated total number of students that will return per grade (if none, enter 0)			
TK:	3:	5:	9:
K:	4:	6:	10:
1:	5:	7:	11:
2:	6:	8:	12:

Estimated total number of administrators, teachers, and other employees on campus supporting resumption of all permitted in-person services for students: _____

Services

The [Grab & Go Food Center](#) located closest to this school is at:

- School Name: _____
- Address _____

The [COVID-19 Test Center](#) located closest to this school is at:

- School Name: _____
- Address: _____

School COVID-19 Compliance Task Force

Name	Job Title	Role
	(Principal)	Leader
		COVID-19 Compliance Officer
	(School Administrative Assistant)	Attendance Monitor
	(Plant Manager)	Cleaning/Disinfecting Operations
	(School Nurse)	Exposure Management Advisor
		Health Office Manager
		Data Collection Manager

Health Office Set-up and Staff

Type of Health Office	Indoor vs. Outdoor	Location	Staff Person(s)	Alternate	Runner
General Health Office (Non-COVID)					
Isolation Area (Recommended Outdoors)					
Quarantine Area					

School Communications

The following information was sent to parents/students prior to the start of in-person services: (check all that apply)	
<input type="checkbox"/> Isolation and quarantine policies as they apply to students who have symptoms or may have been exposed	<input type="checkbox"/> Options for COVID-19 testing if the student or a family member has symptoms or exposure to COVID-19
<input type="checkbox"/> Changes in school meals to avert risk	<input type="checkbox"/> Required use of face coverings
<input type="checkbox"/> How to conduct a symptom check before students leave home for school	<input type="checkbox"/> Changes in academic and extracurricular programs to avert risk
<input type="checkbox"/> Importance of student compliance with physical distancing and infection control policies	<input type="checkbox"/> Who to contact at the school if students have symptoms or may have been exposed
<input type="checkbox"/> School policies concerning parent visits to school and advisability of contact the school remotely	<input type="checkbox"/> Importance of providing up-to-date emergency contact information, including multiple parent contact options

Coversheet

Public Hearing for Local Control and Accountability Plans (LCAP) for All MPS

Section: V. Information/Discussion Items
Item: A. Public Hearing for Local Control and Accountability Plans (LCAP) for
All MPS
Purpose: Discuss
Submitted by:
Related Material: V_A_Public Hearing for the LCAP.pdf

Agenda Item:	IV A: Information/Discussion Item
Date:	June 8, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	David Yilmaz, Chief Accountability Officer
RE:	Public Hearing for the Local Control and Accountability Plans (LCAP) for All MPS

1. Action Proposed:

N/A

2. Purpose:

The public hearing of LCAP is a requirement for LEAs as described in the Ed Code. Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

3. Background:

LCAP Development Process

As a critical component of the LCFF law, every charter school must engage parents and community to create a Local Control and Accountability Plan (LCAP). The LCAP is intended to be a comprehensive planning tool. Each plan must describe:

- School-wide goals, as well as specific actions to be taken to achieve the goals for all students, including specific subgroups of students, in each of the eight state priority areas, plus any locally identified priority areas.
- Expected progress toward meeting the goals—and as part of a school’s required annual update of the plan, the school must describe actual progress made toward meeting the goals and describe any adjustments to be made.
- Expenditures required to implement each of the goals and actions, including a description of how additional funds provided for low-income students, English learners and foster youth will be used to increase or improve services for these students.
- The process used to involve parents, students, community members, school employees and other educational partners in developing, reviewing, and supporting implementation of the LCAP.

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

development of their LCAP.

As part of the LCAP development process our schools have conducted educational partners surveys to engage our educational partners in the evaluation of their experience at MPS. School leadership teams have shared their reflection on the survey results and findings that identify their greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis. The teams have completed their reflections and presented them to their educational partners in various settings, including presentations at regular meetings of the Board.

School leadership teams have also presented their CA School Dashboard results and findings as well as other school performance data to their educational partners at their PAC and ELAC meetings throughout the year. During the year, the MPS Board and the Academic Committee have been presented SBAC, CA School Dashboard, NWEA, and other LCAP progress data as well as each MSA's glows, grows, and priorities with next action steps.

4. Analysis:

MPS has a robust timeline for completing the LCAP and the planning process that serves three distinct, but related functions: Comprehensive Strategic Planning, Meaningful Educational Partners Engagement, and Accountability and Compliance. The timeline has a calendar of activities, including LCAP metric progress updates, data analysis meetings, LCAP goal analysis sessions, PAC meetings, and many more activities that help our schools develop their LCAP. The accountability department collaborates with other departments in training our school leadership teams and ensuring the timeline of activities is implemented. The Director of State and Federal Programs (SFP) oversees the org-wide coordination of LCAP activities.

In terms of funds and budgeting, the school leadership teams have worked with the MPS finance department for the annual update of their LCAP estimated actual expenditures and next year's budgeted expenditures. As part of the budgeting process, all expenditures have been entered in the budgeting software, Adaptive Insights, and coded by LCAP goal and action. The reports produced from Adaptive Insights have been used by the principals to update the required fields in the LCAP templates. Since MPS chooses to use the LCAP as SPSA, the expenditures funded by the federal Title funds have been specifically outlined in the LCAP action descriptions. Any substantive changes to Title fund expenditures during the year are shared with the PAC and ELAC and their feedback is sought.

The attached LCAPs are drafts for public hearing and feedback purposes. The draft LCAPs have also been uploaded to the school websites under Accountability for easy public access. The invitation to the public hearing has been shared with educational partners via our ParentSquare messaging system as well as how the public can share their feedback. The public hearing for the school budgets led by the finance department will take place after this public hearing for the LCAPs. The finalized LCAPs will be brought to the Board for approval at the next meeting of the Board.



5. **Impact:**

The processes described in the above sections are all part of our LCAP development and continuous improvement cycle. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. We have shared the draft LCAP with, and requested input from, schoolsite-level advisory groups. With thorough support from the Home Office, each MSA school leadership team has developed a successful, compliant LCAP document that serves as a comprehensive strategic planning tool for the school.

6. **Budget Implications:**

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

7. **Committee Recommendations:**

N/A

8. **Exhibits:**

1. DRAFT LCAP for each Magnolia Science Academy

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-1	Brad Plonka Principal	bplonka@magnoliapublicschools.org (818) 609-0507

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Magnolia Science Academy (MSA-1 or Charter School) is a classroom-based charter school serving grades 6–12 with a curriculum emphasizing science, technology, engineering, arts, and math (STEAM). Originally founded in 2002, MSA-1's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-1 currently has 694 students in grades 6-12 and mainly draws enrollment from Reseda, CA, and neighboring communities. The neighborhoods that MSA-1 serves are heavily immigrants, with languages other than English spoken at home. A high concentration of the families MSA-1 serves face economic challenges. MSA-1 has a diverse enrollment, including 90% Hispanic/Latino, 3% White, 4% Asian, 2% African American, 84% Socioeconomically Disadvantaged, 16% Special Education, and 23% English Learner population.

MSA-1 strives to graduate students from historically underserved neighborhoods as scientific thinkers who contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in relevant and inspiring ways for our students. Tutoring, after-school programs, and school-to-university links supplement classroom instruction at MSA-1.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

I. Data-Driven Curricular Choices Contribute to Student Growth. Last year, our overall SBAC student scores declined for Math and ELA, but preliminary data shows a 10% improvement in Math, and we are still awaiting our ELA data. We are confident that we will see similar results

for ELA as for Math. The increase in student scores is partly due to our ELA and Math department's adoption of the Common Core-aligned digital curriculum. Our English teachers use Study Sync, which is Common Core aligned and allows students to engage with the text and demonstrate an understanding of their content through reading and writing. Content is academically rigorous, thematically unified, and engages students through digital content, including videos, interactive texts, audio readings of class content, and a built-in ELD component to help engage our ELL students. Similarly, our Math classes use the McGraw Hill online curriculum, which is also Common Core aligned and engages students with digital problems, math manipulatives, and demonstrations.

II. Staff PD/Resource Sharing Contributes to Growth. We have implemented universal standards of writing and reading across content areas. Our English Title 1 staff analyzes data, passes along resources, and leads PDs for our staff to ensure they support our struggling students. Our Title I English teacher observes struggling students in three core classes (History, Science, and English) and provides resources and PD for our staff about implementing academic tools that might help. Our Dean of Academics looks at data from benchmark testing like MAP and SBAC and helps to roster and monitor progress in our Saturday School program. Math teachers also use the gradual release model in math intervention classes so that students who struggle in that content area receive explicit instruction, guided practice, and independent work.

III. College Readiness Contributes to Growth. We currently have 75 graduating seniors and a 100 percent graduation rate. Our Dean of Academics and College counselors create a 4-year plan for each student and keep track of their classes, grades, etc. We believe the individualized attention and the student's role in setting their goals helped our graduation rate stay strong. Our staff does much work to involve parents and students in setting goals that prepare students for graduation and college. We are proud of the parent information nights where students and parents learn about college, financial aid, and the application process, and we are equally proud that our Senior English teachers support all 75 seniors in writing a personal statement. Most students who graduate from MSA attend a junior college, 4-year university, or vocational program.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The two subgroups who did not perform well on SBAC and need our close attention were Sped students in the area of Math and English Language Learners in the area of English; our data shows that compared to our general student population, these sub-groups are struggling. Currently, our Power classes support struggling students through digital intervention content. We use Flex Literacy (for English), Khan Academy, NextGen Math, and MobyMath (for math), where direct instruction takes place in small, concentrated amounts, and students receive explicit direct instruction in that content area for guided practice. In our English classes, we use Study Sync (ELD component in conjunction with what is being learned in ELA). Conducting class this way provides small group support outside the classroom for those students. Additionally, our Title 1 English and Deans analyze scores and data (MAP, ELPAC, SBAC), review student work samples, and frequently follow up with the student's ELA, ELD, and MATH teachers to discuss student progress. Interventions include offering additional tutoring, creating action plans for individual students that address areas of need, providing one-on-one instructional support, simplifying the work for EL and SPED students, and creating a roster of students who need Saturday school. Moreover, our Special Education Teachers meet with General Education Teachers weekly, either during conference periods or during Staff Meetings, to discuss student progress and to

discuss accommodations and support plans. Students are given in-class support by their Resource teacher, who helps them follow along with the curriculum, offers appropriate accommodation, makes modifications to assignments, and checks grades weekly to ensure students are progressing in the class/subject. Our Title I English Teacher provides PD for our staff on a critical thinking and writing strategy that works across grade levels and can be adapted in many content areas. She also provides Strategy Snapshots bi-weekly to teachers and staff so that their expectations about academic rigor are more unified (and connected to the CHATS framework for EL support). Our History and Science teachers, who don't normally teach writing in a straightforward way, then use that resource for their students. Finally, twice a year, we provide MSA-wide professional development to our teachers and include training in all areas of need. These symposiums are a way for our teachers to attend workshops that can help enhance their teaching. For instance, many of our teachers attended the EL training with a guest lecturer from CSUN to learn about promoting language acquisition in their classrooms (in every content area).

The student groups behind are SPED students who performed low in Math and our English Learners who performed low in English. We use the intervention classes and programs (as mentioned above) to help support these student populations. We use benchmark data (MAP) to roster students into intervention classes. This way, if a student is struggling in both English and Math, they get service in the areas of their greatest need. Additionally, SPED teachers and Intervention staff meet to discuss shared students and academic intervention for those SPED and EL students. The action includes; teacher referral of students who need support, meetings between parents, students, and coordinators, placement of students in appropriate tier or intervention, teaching of skills, assessment of mastery, and support for kids as they exit intervention. We use the RTI model to track student progress. Title I Coordinator plays a more significant role in supporting the EL students in the classroom and sets the schedule of pull-out sessions.

ATSI: Students with Disabilities (SWD) for ATSI for both ELA and Math indicators and Chronic Absenteeism.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The MSA-1 LCAP committee has reviewed input from all educational partners and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

- Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent College and Tarzana Treatment Center Workshops, communication, the small school, and class sizes.
- Parents value the extra support we provide our students to ensure they are receiving the best education (i.e. after school tutoring, Saturday School, one-on-one support, etc.)
- The need to continue our improvements in designated/integrated English Learner services
- Providing counseling and positive behavior intervention support services to our students
- Continue using the teacher evaluation system 'TeachBoost'
- 100% graduation rate; college-bound high school students
- Unified Writing Curriculum

- Unified Reading Curriculum
- Classes using blended learning effectively
- The full inclusion of Special Education Students
- Professional Development around Explicit Direct Instruction

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

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

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

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include PTF meetings, 8 PAC meetings, 4 ELAC meetings, and at least six parent activities/events, including Coffee with the Admin meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 180 home visits during this school year and sought feedback from the parents for school improvement.

The Charter School has informed educational partners about ATSI at numerous community meetings. What ATSI is and which groups were eligible were shared and what the next steps are for this process.

A summary of the feedback provided by specific educational partners.

Student Survey Feedback: Our Student approval rate in Sense of Belonging (School Connectedness) decreased from 47% in 2021-2022 to 42% in 2022-2023. Students still are having difficulty adjusting to coming back from virtual learning and the boundaries set in place to come back to in-person learning. However, students appreciated teachers' willingness to provide extra support by offering extra credit and tutoring opportunities during distance learning. Additionally, students expressed feeling grateful for the one-on-one support they received from their teachers. Further, students said they appreciate the mental health support and check-in from teachers, administrators, school psych, and counselors. We have supported students emotionally through the SEL curriculum in a Wednesday homeroom. We were also very happy to

see that students rated highest in Climate of Support for Academic Learning and Safety. This proves that our school sets high expectations for learning while also supporting struggling students.

Staff Survey Feedback: Our overall satisfaction and approval rates for staff increased from 2021-2022 to the 2022-2023 school year. Having to share a campus with our sister school made an already difficult situation with supporting students with social-emotional and academic loss due to the limited space. We will continue to work to build the relationship between staff and admin, and between staff members and their peers, through continued peer observation, fair feedback and evaluation, and time for departments to collaborate, which we feel fosters a strong professional environment where team members feel respected and valued.

Student and Staff Next Steps: To address the concern for student safety due to the homeless population in the area, our school has hired campus aides for supervision. We have also contacted the City of Reseda, and they are following up on the issue of nearby homeless encampments. In order to strengthen the curriculum, we are looking at offering Speech and Debate and another world language class (i.e., French). We have started sending our middle school staff to training for the Honors curriculum in the hopes that we can offer honors differentiation next year. Finally, we now have six teams for CIF and have been accepted into full-time status.

Parent Advisory Committee (PAC)/Parents:

- We held Monthly Meetings with parents in person and virtually.
- We presented the Title I budget to parents.
- Failing students and mitigating learning loss. Parents appreciated the options provided to mitigate learning loss, small group instruction, summer school, and Saturday school.
- MAP Score Improvement: Parents were very happy to see students' improvement on MAP.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The MSA-1 LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and plan for new ones in the LCAP for the upcoming year. Some of the updates include:

- Improvements in designated/integrated English Learner services
- Expanding after-school, Saturday, and summer school opportunities for intervention and enrichment.
- Providing counseling and behavior support services to our students
- Continue using TeachBoost for teacher evaluations
- Increasing college preparedness by offering college planning, dual enrollment with local colleges (Pierce College), AP Classes, and career exploration programs for students early on, and offering more dual enrollment courses.
- Continue investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Improving school facilities and the lunch program



Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 0		2023-24: 0
Percentage of students without access to their own copies of standards-	2020-21: 0%	2021-22: 0%	2022-23: 0%		2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)					
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 0		2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 91%	2021-22: (Spring 2021 to Fall 2021) 78%	2022-23: (Fall 2021 to Fall 2022) 70% This metric has been updated to measure from fall to fall.		2023-24: (Fall 2022 to Fall 2023) 90%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 99.3%	2021-22: (As of 5/12/22) 97.5%	2022-23: (As of 5/15/23) 95.8%		2023-24: 97.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials	\$46,500.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also review master schedules and teacher assignments annually to ensure teachers are appropriately assigned and fully credentialed in the subject area. For the students, they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators regarding teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR-related matters.</p> <p>Expenditures associated with this action include the following: Service Fees and Payroll Fees</p> <p>The following expenditures will be funded by federal Title funds: None</p>		
1.2	Instructional materials and technology	<p>Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet student's academic, linguistic, cultural, social-emotional, and physical requirements. Charter School will annually review the alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter school will review budgets and plans annually to ensure an adequate instructional materials budget. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, ensuring meaningful access to CA Content Standards-aligned instructional programs.</p> <p>Expenditures associated with this action include the following: Technology and NonCapital Equipment.</p>	\$1,062,818.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Technology: Resource: Title II; Amount: \$909 • NonCapEquip: Resource: Title IV, Part A; Amount: \$2,891 		
1.3	Clean and safe facilities that support learning	<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security, and high-quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM-focused school, we aim to operate sustainably and environmentally responsible. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment, and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: Classified Support, Staff Benefits, Professional Services, Custodial Supplies, Rent & Leases, and building utilities and maintenance.</p> <p>The following expenditures will be funded by federal Title funds: None</p>	\$2,700,298.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Healthy and nutritious meals	<p>Charter School will maintain nutrition education resources and focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus and encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: Food and Office Supplies.</p> <p>The following expenditures will be funded by federal Title funds: None</p>	\$20,000.00	Yes
1.5	Well-orchestrated Home Office support services	<p>The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development and sets up systems and processes that support academic achievement, growth, and operational effectiveness, and financial sustainability. The Home Office manages schools' business operations, reducing program and operations-related burdens of the Charter School administration and enabling the Charter School to receive services at a lower cost. The services of the Home Office include but are not limited to academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.</p> <p>Expenditures associated with this action include the following: CMO Fees, Professional Services, Legal, Audit & CPA, Oversight fees, and Interest Expenses.</p>	\$1,372,227.00	No

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: None		

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

No substantive changes were made to our planned implementation and actions. We continue to provide basic services for a high-quality learning environment. Our implementation of this goal has remained consistent with the original plan. We emphasize the importance of providing a safe, secure, and healthy environment for all students and staff. We continue to ensure access to fully credentialed teachers and standards-aligned instructional materials.

In the coming year, we plan to continue implementing and monitoring this goal without significant modification, adjusting only as necessary to ensure the most effective delivery of these basic services. We also hope an adjusted pay raise scale and support offered to teachers will help our teacher retention rate.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1
 Budgeted \$46,500.00
 Actual \$48,000.00

Goal 1 Action 2
 Budgeted \$1,062,818.00
 Actual \$1,168,611.55

Goal 1 Action 3
 Budgeted \$2,700,298.00
 Actual \$2,770,986.31

Goal 1 Action 4
 Budgeted \$20,000.00
 Actual \$20,000.00

Goal 1 Action 5
Budgeted \$1,372,227.00
Actual \$1,433,470.95

An explanation of how effective the specific actions were in making progress toward the goal.

We are compliant with teacher assignments and credentials
All students and staff have access to instructional materials and technology
The school maintains clean and safe facilities that support learning
The school provides healthy and nutritious meals daily
The school site receives well-orchestrated Home Office support services

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

After reflecting on prior practice and considering feedback from teachers and stakeholders, several changes have been made to the planned goal, metrics, desired outcomes, and actions for Goal 1 Action 1, which focused on improving the pay raise scale and providing enhanced professional development opportunities for our teachers to support them in their classrooms.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%		2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Source: Local Indicator Priority 7, SIS)					
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%		2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%		2023-24: 100%
Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	2020-21: (As of 5/7/21) 74%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 44%		2023-24: 100%
Percentage of students who have	2020-21: (First semester)	2021-22: (First semester)	2022-23: (First semester)		2023-24: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
received a grade of “C” or better (or performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)	62%	76%	83%		
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 52.5	2021-22: (As of 5/13/22) 42.8	This metric will be retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24.		2023-24: 60.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 45.06% English Learners: 3.03% Socioeconomically Disadvantaged: 44.69% Students with Disabilities: 8.62% 	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	2021-22: <ul style="list-style-type: none"> All Students: 36.04% English Learners: 2.04% Socioeconomically Disadvantaged: 34.81% Students with Disabilities: 5.26% 		2022-23: <ul style="list-style-type: none"> All Students: 48.00% English Learners: 10.00% Socioeconomically Disadvantaged: 48.00% Students with Disabilities: 15.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • Asian: 64.28% • Hispanic: 42.73% • White: 56.25% 	<p>(IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> • All Students: 38.37% • English Learners: 1.09% • Students with Disabilities: 9.09% • Hispanic: 35.73% • White: 63.64% <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> • All Students: 43.98% 	<ul style="list-style-type: none"> • Asian: XX.XX% • Hispanic: XX.XX% • White: XX.XX% <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 2022-23 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> • All Students: XX.XX% • English Learners: XX.XX% • Students with Disabilities: XX.XX% 		<ul style="list-style-type: none"> • Asian: 66.00% • Hispanic: 47.00% • White: 58.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<ul style="list-style-type: none"> Hispanic: XX.XX% White: XX.XX% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> All Students: 49.64% 		
Distance from Standard (DFS) on the CAASPP-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 	<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 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p>	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> All Students: 33.9 points below standard English Learners: 98.5 points below standard Socioeconomically Disadvantaged: 37.6 points below standard Students with Disabilities: 109.7 points below standard Hispanic: 41.0 points 		<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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Hispanic: 19.4 points below standard White: 20.9 points above standard 	<ul style="list-style-type: none"> All Students: 49.5% English Learners: 43.0% Students with Disabilities: 41.1% Hispanic: 48.6% White: 53.3% 	<ul style="list-style-type: none"> below standard White: 40.2 points above standard 		<ul style="list-style-type: none"> Hispanic: 12.0 points below standard White: 22.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2020-21: <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% 	Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 49.5% English Learners: 43.0% Students with Disabilities: 41.1% Hispanic: 48.6% White: 53.3% 	Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: XX.X% English Learners: XX.X% Students with Disabilities: XX.X% Hispanic: XX.X% White: XX.X% 		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%
Percentage of students meeting or exceeding standard on the CAASPP-	2018-19: <ul style="list-style-type: none"> All Students: 30.13% 	CAASPP-Mathematics assessments were waived during the	2021-22: <ul style="list-style-type: none"> All Students: 14.05% 		2022-23: <ul style="list-style-type: none"> All Students: 34.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Mathematics assessments (Source: CDE DataQuest)	<ul style="list-style-type: none"> English Learners: 9.09% Socioeconomically Disadvantaged: 27.72% Students with Disabilities: 5.17% Asian: 42.86% Hispanic: 27.16% White: 62.50% 	<p>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-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> All Students: 17.49% English Learners: 1.02% Students with Disabilities: 3.70% Hispanic: 14.70% White: 54.55% 	<ul style="list-style-type: none"> English Learners: 1.02% Socioeconomically Disadvantaged: 13.93% Students with Disabilities: 3.57% Asian: XX.XX% Hispanic: XX.XX% White: XX.XX% <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 2022-23 CAASPP-Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics -</p>		<ul style="list-style-type: none"> English Learners: 15.00% Socioeconomically Disadvantaged: 34.00% Students with Disabilities: 15.00% Asian: 45.00% Hispanic: 32.00% White: 64.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		IAB Math Level 3 and 4 Projection (5/13/22): <ul style="list-style-type: none"> All Students: 31.98% 	Proficiency Projection for 2022-23 SBAC: <ul style="list-style-type: none"> All Students: XX.XX% English Learners: XX.XX% Students with Disabilities: XX.XX% Hispanic: XX.XX% White: XX.XX% IAB Math Level 3 and 4 Projection (5/12/23): <ul style="list-style-type: none"> All Students: 45.52% 		
Distance from Standard (DFS) on the CAASPP-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 	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	2021-22: (2022 Dashboard) <ul style="list-style-type: none"> All Students: 100.2 points below standard English Learners: 144.9 points below standard Socioeconomically Disadvantaged: 103.3 		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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> 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 	<p>percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 50.1% English Learners: 37.2% Students with Disabilities: 44.0% Hispanic: 49.5% White: 71.4% 	<ul style="list-style-type: none"> points below standard Students with Disabilities: 158.6 points below standard Hispanic: 107.8 points below standard White: 37.4 points above standard 		<ul style="list-style-type: none"> points below standard Students with Disabilities: 100.0 points below standard Asian: 35.0 points above standard Hispanic: 42.0 points below standard White: 8.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	<p>2020-21:</p> <ul style="list-style-type: none"> All Students: 57.7% English Learners: 55.4% Socioeconomically Disadvantaged: 57.6% 	<p>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 50.1% English Learners: 37.2% 	<p>Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: XX.X% English Learners: XX.X% 		<p>2023-24:</p> <ul style="list-style-type: none"> All Students: 65.0% English Learners: 60.0% Socioeconomically Disadvantaged: 65.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Students with Disabilities: 51.1% Asian: 68.8% Hispanic: 56.5% White: 68.4% 	<ul style="list-style-type: none"> Students with Disabilities: 44.0% Hispanic: 49.5% White: 71.4% 	<ul style="list-style-type: none"> Students with Disabilities: XX.X% Hispanic: XX.X% White: XX.X% 		<ul style="list-style-type: none"> Students with Disabilities: 60.0% Asian: 70.0% Hispanic: 65.0% White: 70.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: (2019 Dashboard) 52.6%	2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. 2022 ELPAC Percentage of Students at Each Performance Level: <ul style="list-style-type: none"> Level 4: 16.80% Level 3: 33.60% Level 3: 40.00% Level 1: 9.60% 	2021-22: (2022 Dashboard) 53.6%		2022-23: (2023 Dashboard) 55.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 10.4%	2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the	2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the		2023-24: 13.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 16.80%	Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 14.56%		
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% Hispanic: 26.56% 	CAST assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: <ul style="list-style-type: none"> All Students: 21.13% English Learners: 0.00% Socioeconomically Disadvantaged: 18.22% Students with Disabilities: 5.26% 		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% Hispanic: 30.00%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad course of study and standards-based curriculum	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs, and services being dependent on student needs and interests. Charter School will design its master schedule to meet the	\$3,202,339.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Unemployment Insurance: Resource: Title I, Part A; Amount: \$89,452 • Health & Welfare Benefits: Resource: Title I, Part A: Amount: \$3,695.40 • OASDI/Medicare: Resource: Title I, Part A: Amount: \$648,527 • STRS: Resource: Title I, Part A; Amount \$8,542.67 • Teacher Salaries: Resource: Title I, Part A; Amount: \$ 44,726 		
2.2	Professional development for high-quality instruction	Professional development will occur at the MPS organizational level and within the school. Charter school will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as support for high-quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home	\$78,222.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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's 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 Teacher Salaries.</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: \$15,000 • Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: \$18,062 • Teacher Salaries: Resource: Title II, Part A; Amount: \$1,200 		
2.3	MTSS - Academic enrichment, intervention, and student support	<p>Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among</p>	\$759,810.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Charter School will provide more academic support/intervention to our identified groups in ATSI. Additionally, Summer and Saturday School will target identified students. Charter School will also provide more professional development to teachers to be more equipped with supporting students that are targeted in ATSI.</p> <p>Expenditures associated with this action include the following: Educational Software, Staff benefits, Administrator and Teacher salaries.</p> <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: \$67,637 • Unemployment Insurance: Resource: Title I, Part A; Amount: \$216,568 • Health & Welfare Benefits: Resource: Title I, Part A; Amount: \$6,159 • OASDI/Medicare: Resource: Title I, Part A; Amount: \$1,570.12 • STRS: Resource: Title I, Part A; Amount: \$20,682.25 • Certificated Admin: Resource: Title I, Part A; Amount: \$4,000 • Teacher Salaries: Resource: Title I, Part A; Amount: \$104,264 • Educational Software: Resource: Title IV: Amount \$67,637 		
2.4	Designated and integrated ELD programs	Charter School will provide ELs by proficiency level services and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in	\$199,947.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support, including one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure teachers participate in PD on ELD instructional strategies and the CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include but is not limited to annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: Professional Services.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Professional Services: Resource: Title III - LEP; Amount: \$88,739 		
2.5	Support for students with disabilities	Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth, and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have	\$1,332,141.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>ELD goals in their IEPs and goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will collaborate, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed, and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds: N/A.</p>		

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We continue to provide all students with equal access to high-quality instruction and curriculum based on the California Content Standards. We focus on promoting academic progress and preparing students for college and career paths.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1
 Budgeted \$3,202,339.00
 Actual \$2,465,383.26

Goal 2 Action 2
 Budgeted \$78,222.00
 Actual \$76,284.00

Goal 2 Action 3

Budgeted \$759,810.00
Actual \$838,202.19

Goal 2 Action 4
Budgeted \$199,947.00
Actual \$89,739.00

Goal 2 Action 5
Budgeted \$1,332,141.00
Actual \$1,286,938.76

ATSI: The students with special needs have equitable access to all of the resources at our school; as a result, resource inequities for the students with special needs do not occur.

An explanation of how effective the specific actions were in making progress toward the goal.

Broad course of study and standards-based curriculum: We ensured all students had access to a comprehensive and rigorous educational program aligned with the California Content Standards.

Professional development for high-quality instruction: We enhanced the teaching capabilities of our staff, leading to better instruction and improved student performance by providing professional development on UDL, checking for understanding, differentiation, cooperative learning, etc.

MTSS - Academic enrichment, intervention, and student support: This multi-tiered system effectively addressed the individual needs of our students, resulting in improved academic outcomes by providing them multiple layers of academic growth.

Designated and integrated ELD programs: These programs helped enhance students' English proficiency and their ability to access the core curriculum, leading to improved academic achievement.

Support for students with disabilities: It ensured these students had equal access to the curriculum and were supported in their learning, which in turn facilitated their academic progress.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

MSA-1 has plans to enhance its support for students in ELA and Math by introducing dedicated interventionists for both subjects. This initiative aims to provide targeted assistance and guidance to students in these areas. Furthermore, the school is committed to offering continuous professional development opportunities to all staff members, starting with summer training and extending throughout the year. These sessions will focus on fostering student engagement and promoting their overall well-being. In addition, the Math curriculum will undergo updates to ensure its alignment with the educational requirements of the upcoming 2023-2024 academic year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2019-20: (2020 Dashboard) 58.5%	2021 Dashboard CCI data is not available. 2021-22: (Projected as of 5/13/22) 58.3%	2022 Dashboard CCI data is not available. 2022-23: (Projected as of 5/12/23) 73.3%		2022-23: (2023 Dashboard) 70.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-	2018-19: 55.56%	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21	2021-22: 47.56% We have used the Measures of		2022-23: 60.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA/Literacy assessments (Source: CDE DataQuest)		<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>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: 58.23% <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> Grade 11 Students: 64.38% 	<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 2022-23 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: XX.XX% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> Grade 11 Students: 55.56% 		
Percentage of students in Grade 11 meeting or exceeding	2018-19: 15.87%	CAASPP-Mathematics assessments were	2021-22: 19.51%		2022-23: 30.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)		<p>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-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: 34.18% <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> Grade 11 Students: 38.58% 	<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 2022-23 CAASPP-Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: XX.XX% <p>IAB Math Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> Grade 11 Students: 56.25% 		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 68.4%	2020-21: 49.6%	2021-22: 69.1%		2022-23: 70.0%
Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2019-20: 50.7%	2020-21: 64.4%	2021-22: 41.7%		2022-23: 60.0%
Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	2020-21: (As of 5/16/21) 18.9%	2021-22: (As of 5/13/22) 23.6%	2021-22: (2022 Dashboard) 17.8% 2022-23: (As of 5/12/23) 48.0%		2022-23: (2023 Dashboard) 30.0%
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 84.6%	2020-21: 87.5% 2021-22: (As of 5/13/22) 81.9%	2021-22: (CDE DataQuest) 75.7% 2022-23: (As of 5/12/23) 96.0%		2022-23 (CDE DataQuest): 95.0%
Percentage of cohort graduates earning a	2020-21: (As of 5/16/21)	2021-22: (As of 5/13/22)	2021-22: (CDE DataQuest)		2022-23 (CDE DataQuest):

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Seal of Biliteracy (Source: CDE DataQuest)	36.5%	22.2%	22.9% 2022-23: (As of 5/12/23) 25.3%		30.0%
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 31.1%	2021-22: (As of 5/13/22) 30.6%	2021-22: (CDE DataQuest) 28.6% 2022-23: (As of 5/12/23) 48.0%		2022-23 (CDE DataQuest): 30.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2020-21: (As of 5/16/21) 45.9%	2021-22: (As of 5/13/22) 29.2%	2022-23: (As of 5/12/23) 64.0%		2023-24: 50.0%
Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	2020-21: (As of 5/16/21) 95.0%	2021-22: (As of 5/13/22) 94%	2022-23: (As of 5/12/23) 99.0%		2023-24: 100.0%
Percentage of high school completers accepted to a 4-year college (Source: Naviance)	2020-21: (As of 5/16/21) 54.0%	2021-22: (As of 5/13/22) 67%	2022-23: (As of 5/12/23) 87.0%		2023-24: 70.0%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 49.2%	Class of 2019 data is not available.	Class of 2019: 69.6% Class of 2020:		Class of 2021: 65.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			51.5%		
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 5/13/22) 2%	2022-23: (As of 5/12/23) 9.0%		2023-24: 15%
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%	2021-22: (As of 5/13/22) 92%	2022-23: (As of 5/12/23) 100%		2023-24: 100%
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 95%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%		2023-24: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	<p>Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application, and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college-related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.</p> <p>Expenditures associated with this action include the following: Educational Software.</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 	\$236,790.00	Yes
3.2	STEAM and GATE programs	<p>Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and clubs. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM-focused project, experiment, model, or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes.</p>	\$13,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, using problem-based learning, and research.</p> <p>Expenditures associated with this action include the following: Educational Software</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 		
3.3	Digital literacy and citizenship programs	<p>Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas, and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly, and digital etiquette.</p> <p>Expenditures associated with this action include the following: Educational Software</p>	\$348,945.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Educational Software: Resource: Title I, Part A; Amount: \$7,492 		
3.4	Physical education, activity, and fitness	<p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe and that equipment is available for students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals, or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE supplies expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • PE Supplies: Resource: Title IV, Part A; Amount: \$15,000 	\$392,106.00	Yes
3.5	Additional programs and activities that support well-rounded education	<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,</p>	\$822,432.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>imagination, discipline, and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after-school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support a well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.</p>		

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We commit to fostering innovation among students, ensuring they have a well-rounded education and preparing them for college and global challenges. We continue to encourage creativity and the transformative use of technology for each student to develop into an independent, innovative scholar. We will continue implementing our existing strategies to enhance learning outcomes for all students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1 - Goal 3 Action 5: There is no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1
 Budgeted \$236,790.00
 Actual \$258,814.99

Goal 3 Action 2

Budgeted \$13,000.00
Actual \$13,000.00

Goal 3 Action 3
Budgeted \$348,945.00
Actual \$319,403.90

Goal 3 Action 4
Budgeted \$392,106.00
Actual \$447,464.80

Goal 3 Action 5
Budgeted \$822,432.00
Actual \$951,348.98

An explanation of how effective the specific actions were in making progress toward the goal.

College/Career readiness programs and activities: We track student outcomes after graduation (i.e., the rate of college admissions, vocational training enrolment, etc.)

STEAM and GATE programs: We analyze student data (i.e. OLSAT 8, ELPAC, SBAC, CAST, MAP, IABs, etc.) in these subjects to determine which student is qualified to be enrolled in these programs.

Digital literacy and citizenship programs: We assess the students' abilities to utilize technology effectively and safely, their understanding of digital ethics, and their awareness of the implications of their online activities (i.e. SEL, Digital Citizenship Curriculum,)

Physical education, activity, and fitness: We measure effectiveness by tracking improvements in students' physical fitness levels, participation rates in physical activities by administering PFT (Physical Fitness Test). We also participate CIF sports such as soccer, basketball, volleyball, etc.

Additional programs and activities that support well-rounded education: We determine how effective these programs are by tracking student engagement, and through PBIS practices.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 3, Action 1: Our objective is to enhance college readiness for 11th-grade students by increasing the availability of resources.

Goal 3, Action 2: We aim to expand our offerings in science-related electives, including courses like Environmental Science and participation in programs such as Science Olympiad. Additionally, we plan to introduce more Advanced Placement (AP) courses like AP Biology and AP Computer Science.

Goal 3, Action 3: There are no proposed modifications for the upcoming academic year.

Goal 3, Action 4: To bolster our physical education program and enhance our middle and high school athletic program, we will construct a gymnasium.

Goal 3, Action 5: No adjustments will be made to this action. We will continue to provide students with a wider range of options beyond their core classes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	CONNECTION: All students, families, staff, and other educational partners will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3	2021-22: (As of 5/13/22) 3	This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings.		2023-24: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 2	2021-22: (As of 5/13/22) 3	2022-23: (As of 5/12/23) 4		2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 20	2021-22: (As of 5/13/22) 5	2022-23: (As of 5/12/23) 7		2023-24: 8
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 20	2021-22: (As of 5/13/22) 5	2022-23: (As of 5/12/23) 45		2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: 4	2022-23: 4		2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 9.0%	2021-22: (As of 5/13/22) 9.9%	2022-23: (As of 5/12/23) 18.3%		2023-24: 20.0%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 98.06%	2021-22: (P-2 ADA) 88.19%	2022-23: (P-2 ADA) 93.23%		2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 3.8%	2021-22: (As of 5/13/22) 24.4%	2021-22: (2022 Dashboard) 29.9% 2022-23: (As of 5/12/23) 21.4%		2022-23: (2023 Dashboard) 5.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%	2021-22: (As of 5/13/22) 0%	2022-23: (As of 5/12/23) 0.00%		2023-24: 0.0%
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 0.0%	2020-21: 0.0%	2021-22: (CDE DataQuest) 2.7% 2022-23: 0.00%		2022-23: (CDE DataQuest) 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 100.0%	2020-21: (2021 Dashboard) 100%	2021-22: (2022 Dashboard) 95.9% 2022-23: (As of 5/12/23) 100.0%		2022-23: (2023 Dashboard) 100.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 5/13/22) 1.6%	2021-22: (2022 Dashboard) 1.7% 2022-23: (As of 5/12/23) 3.1%		2022-23: (2023 Dashboard) 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 5/13/22) 0.0%	2021-22: (CDE DataQuest) 0.00%		2022-23: (CDE DataQuest) 0.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			2022-23: (As of 5/12/23) 0.00%		
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 91.5% Families: 100.0% Staff: 100.0%	2021-22: Students: 80.8% Families: 13.8% Staff: 86.6%	2022-23: Students: 99.0% Families: 73.7% Staff: 100.0%		2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 72% Families: 95% Staff: 92%	2021-22: Students: 58.0% Families: 91.0% Staff: 73.0%	2022-23: Students: 56% Families: 91% Staff: 75%		2023-24: Students: 75% Families: 95% Staff: 90%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 91%	2021-22: (Spring 2021 to Fall 2021) 94.0%	2022-23: (Spring 2022 to Fall 2022) 87%		2023-24: (Spring 2023 to Fall 2023) 90%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Seeking family input for decision making	Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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: N/A.</p>		
4.2	Building partnerships with families for student outcomes	<p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop-off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents and additional workshops for parents of EL and 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: Professional Services, Unemployment Insurance, OASDI/Medicare, STRS, and Teacher Salaries.</p>	\$322,140.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Professional Services: Resource: Title I, Part A; Amount: \$9,001 • Unemployment Insurance: Resource: Title I, Part A; Amount: \$16 • OASDI/Medicare: Resource: Title I, Part A; Amount: \$116 • STRS: Resource: Title I, Part A; Amount: \$1,528 • Teacher Salaries: Resource: Title I, Part A; Amount: \$8,000 		
4.3	MTSS - PBIS and SEL support	<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 and instructional materials, including free uniforms. Students who are homeless, experiencing housing instability, in foster care, experiencing personal/family crises, or having other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will assess our suspension/expulsion policies and procedures annually and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with clear, fair, incremental, restorative, and culturally responsive teaching, intervention, and prevention strategies and protocols. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional</p>	\$680,713.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify the greatest progress and needs to inform our next steps.</p> <p>Charter School will provide more support to our identified groups in ATSI. Charter School will also provide more training/information to families regarding Chronic Absenteeism for supporting students that are targeted in ATSI.</p> <p>Expenditures associated with this action include the following: Instructional Materials & Supplies.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Instructional Materials & Supplies: Resource: Title I, Part A; Amount: \$4,770 		
4.4	Annual educational partner surveys	<p>Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p>	\$3,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Panorama Education survey fees: Resource: Title I, Part A; Amount: \$3,500 		
4.5	Community outreach and partnerships	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with various educational partners, 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: N/A.</p>	\$302,159.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We continued to provide all students, families, staff, and other educational partners with access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1

Budgeted \$-
Actual \$-

Goal 4 Action 2
Budgeted \$322,140.00
Actual \$336,245.32

Goal 4 Action 3
Budgeted \$680,713.00
Actual \$468,709.30
Explanation: We utilized other one-time funds to support this action item

Goal 4 Action 4
Budgeted \$3,500.00
Actual \$3,500.00

Goal 4 Action 5
Budgeted \$302,159.00
Actual \$403,065.86

ATSI: The students with special needs have equitable access to all of the resources at our school; as a result, resource inequities for the students with special needs do not occur.

An explanation of how effective the specific actions were in making progress toward the goal.

Seeking Family Input for Decision Making: We administered surveys and incorporated the thoughts and opinions of family members in our decision making.

Building Partnerships with Families for Student Outcomes: Regular communication and collaboration with families (i.e. PAC meetings, ELAC meetings, Parent-Teacher conferences, home visits) resulted in more engaged students and improved academic outcomes, clearly showing progress towards the goal.

MTSS - PBIS and SEL Support: They played a key role in minimizing behavioral problems, promoting emotional well-being, and consequently, improving overall academic performance. The substantial decrease in behavioral incidents and the growth in emotional development observed among students attests to the effectiveness of this action.

Annual Educational Partner Surveys: The feedback we received from our educational partners helped us understand the areas where we were succeeding and where we needed to refocus our efforts. This transparency and continual improvement approach has been fundamental in our progress towards Goal #4.

Community Outreach and Partnerships: By establishing partnerships with local businesses, organizations, and community members, we have been able to expand the resources available to our students and offer more comprehensive support. The increased community involvement has enriched our educational environment and played a significant role in moving towards our goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The Charter School is committed to providing an array of community resources to support student attendance. To illustrate, we will offer complimentary Metro Tap cards for public transportation as well as facilitate access to medical clinics.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$2,657,589	\$288,074.54

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.05%	0.00%	\$0.00	38.05%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

- Goal 1: Action 4: Healthy and nutritious meals

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods, including fruits, vegetables, and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Low-income students are eligible to receive reduced-price or free meals at school, and this action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was effective in the current school year and will continue in the coming year. Charter School will promote healthy food and beverage choices for all students throughout campus and encourage participation in school meal programs. Charter School will adhere to the MPS Wellness

Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 2: Action 2: Professional development for high-quality instruction

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention, and student support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is

practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 4: Designated and integrated ELD programs

The majority of Charter School's student population consists of English Learners (EL), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect this action will result in increased academic achievement of our student groups, particularly of our ELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, Lexile growth, and EL reclassification rates as identified in our LCAP

metrics in Goal 2.

- Goal 3: Action 1: College/Career readiness programs and activities

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application, and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college-related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, and college acceptance rates as identified in our LCAP metrics in Goal 3.

- Goal 3: Action 2: STEAM and GATE programs

Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEAM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEAM curricula. Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to

quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.

- Goal 3: Action 3: Digital literacy and citizenship programs

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our low-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. With such needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.

- Goal 3: Action 4: Physical education, activity, and fitness

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity

before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, language other than English and culture, sports, visual and performing arts, community service, and others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, and college acceptance rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 4: Action 1: Seeking family input for decision making

It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessments, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. We also expect this action will result in increased parent satisfaction as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically

disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 3: MTSS - PBIS and SEL support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to

address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 4: Annual stakeholder surveys

It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage stakeholders in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage stakeholders in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and

safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

- Goal 4: Action 5: Community outreach and partnerships

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We

also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Charter School will increase or improve services provided for unduplicated students by at least the percentage calculated as compared to the services provided for all students in the LCAP year. Services are increased (in quantity) or improved (in quality) by those actions in our LCAP that are included in the Goals and Actions section as "contributing" to the increased or improved services requirement. We expect that these actions will result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services we provide to all students. Charter School will increase or improve services for our unduplicated students through the following actions:

- Goal 1: Action 4: Healthy and nutritious meals

Low-income students are eligible to receive reduced-price or free meals at school. Charter School will maintain nutrition education resources and promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes.

- Goal 2: Action 2: Professional development for high-quality instruction

Professional development will occur at the MPS organizational level and within the school. In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention and student support

Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) These student supports and interventions will provide increased and improved services for all our unduplicated students who would need the extra support and attention.

- Goal 2: Action 4: Designated and integrated ELD programs

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

- Goal 3: Action 1: College/Career readiness programs and activities

Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college-related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints.

- Goal 3: Action 2: STEAM and GATE programs

Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities.

- Goal 3: Action 3: Digital literacy and citizenship programs

Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be

kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students by expanding their knowledge and skills in an ever-evolving digital world.

- Goal 3: Action 4: Physical education, activity, and fitness

Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. These activities will result in increased and improved services, particularly for our low-income students who may not have a physically active and healthy lifestyle.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students.

- Goal 4: Action 1: Seeking family input for decision making

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

- Goal 4: Action 2: Building partnerships with families for student outcomes

Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 3: MTSS - PBIS and SEL support

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

- Goal 4: Action 4: Annual stakeholder surveys

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

identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families.

- Goal 4: Action 5: Community outreach and partnerships

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

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The LEA plans on using the funds by adding staff who provide direct services to students on the school campus. The positions will include one Resource Specialist, English Learner Coordinator, and Intervention Teacher. Similar to last year, MSA-1 is planning on utilizing funds to add more support positions.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$9,893,766.00	\$2,836,899.00	\$58,790.00	\$1,106,632.00	\$13,896,087.00	\$8,014,284.00	\$5,881,803.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Teacher assignments and credentials	All	\$46,500.00				\$46,500.00
1	1.2	Instructional materials and technology	All	\$969,018.00	\$88,000.00		\$5,800.00	\$1,062,818.00
1	1.3	Clean and safe facilities that support learning	All	\$1,693,461.00	\$831,919.00		\$174,918.00	\$2,700,298.00
1	1.4	Healthy and nutritious meals	Low Income	\$20,000.00				\$20,000.00
1	1.5	Well-orchestrated Home Office support services	All	\$1,319,958.00	\$25,497.00		\$26,772.00	\$1,372,227.00
2	2.1	Broad course of study and standards-based curriculum	All	\$2,901,632.00	\$243,005.00		\$57,702.00	\$3,202,339.00
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	\$15,189.00	\$28,772.00		\$34,261.00	\$78,222.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	\$363,140.00	\$139,044.00		\$257,626.00	\$759,810.00
2	2.4	Designated and integrated ELD programs	English Learners	\$110,208.00			\$89,739.00	\$199,947.00
2	2.5	Support for students with disabilities	Students with Disabilities		\$1,072,420.00		\$259,721.00	\$1,332,141.00
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	\$107,620.00	\$20,000.00		\$109,170.00	\$236,790.00
3	3.2	STEAM and GATE programs	English Learners Foster Youth	\$10,000.00			\$3,000.00	\$13,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	\$341,453.00			\$7,492.00	\$348,945.00
3	3.4	Physical education, activity, and fitness	Low Income	\$296,316.00		\$38,790.00	\$57,000.00	\$392,106.00
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	\$626,387.00	\$176,045.00	\$20,000.00		\$822,432.00
4	4.1	Seeking family input for decision making	English Learners Foster Youth Low Income					
4	4.2	Building partnerships with families for student outcomes	English Learners Foster Youth Low Income	\$297,441.00	\$6,038.00		\$18,661.00	\$322,140.00
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	\$675,943.00			\$4,770.00	\$680,713.00
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	\$3,500.00				\$3,500.00
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	\$96,000.00	\$206,159.00			\$302,159.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$6,984,709	\$2,657,589	38.05%	0.00%	38.05%	\$2,963,197.00	0.00%	42.42 %	Total:	\$2,963,197.00
								LEA-wide Total:	\$2,963,197.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	\$20,000.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,189.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$363,140.00	
2	2.4	Designated and integrated ELD programs	Yes	LEA-wide	English Learners	All Schools	\$110,208.00	
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$107,620.00	
3	3.2	STEAM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$341,453.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	\$296,316.00	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$626,387.00	
4	4.1	Seeking family input for decision making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.2	Building partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$297,441.00	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$675,943.00	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,500.00	
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$96,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$13,896,087.00	\$13,398,869.17

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher assignments and credentials	No	\$46,500.00	\$48,000.00
1	1.2	Instructional materials and technology	No	\$1,062,818.00	\$1,168,611.55
1	1.3	Clean and safe facilities that support learning	No	\$2,700,298.00	\$2,770,986.31
1	1.4	Healthy and nutritious meals	Yes	\$20,000.00	\$20,000.00
1	1.5	Well-orchestrated Home Office support services	No	\$1,372,227.00	\$1,433,470.95
2	2.1	Broad course of study and standards-based curriculum	No	\$3,202,339.00	\$2,465,383.26
2	2.2	Professional development for high-quality instruction	Yes	\$78,222.00	\$76,284.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$759,810.00	\$838,202.19
2	2.4	Designated and integrated ELD programs	Yes	\$199,947.00	\$89,739.00
2	2.5	Support for students with disabilities	No	\$1,332,141.00	\$1,286,938.76

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	College/Career readiness programs and activities	Yes	\$236,790.00	\$258,514.99
3	3.2	STEAM and GATE programs	Yes	\$13,000.00	\$13,000.00
3	3.3	Digital literacy and citizenship programs	Yes	\$348,945.00	\$319,403.90
3	3.4	Physical education, activity, and fitness	Yes	\$392,106.00	\$447,464.80
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$822,432.00	\$951,348.98
4	4.1	Seeking family input for decision making	Yes		
4	4.2	Building partnerships with families for student outcomes	Yes	\$322,140.00	\$336,245.32
4	4.3	MTSS - PBIS and SEL support	Yes	\$680,713.00	\$468,709.30
4	4.4	Annual educational partner surveys	Yes	\$3,500.00	\$3,500.00
4	4.5	Community outreach and partnerships	Yes	\$302,159.00	\$403,065.86

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$2,963,197.00	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	\$20,000.00			
2	2.2	Professional development for high-quality instruction	Yes	\$15,189.00			
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$363,140.00			
2	2.4	Designated and integrated ELD programs	Yes	\$110,208.00			
3	3.1	College/Career readiness programs and activities	Yes	\$107,620.00			
3	3.2	STEAM and GATE programs	Yes	\$10,000.00			
3	3.3	Digital literacy and citizenship programs	Yes	\$341,453.00			
3	3.4	Physical education, activity, and fitness	Yes	\$296,316.00			
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$626,387.00			
4	4.1	Seeking family input for decision making	Yes				
4	4.2	Building partnerships with families for student outcomes	Yes	\$297,441.00			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	MTSS - PBIS and SEL support	Yes	\$675,943.00			
4	4.4	Annual educational partner surveys	Yes	\$3,500.00			
4	4.5	Community outreach and partnerships	Yes	\$96,000.00			

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$6,253,235.00		0.00%	0.00%	\$0.00	0.00%	0.00%	\$0.00	0.00%

Instructions

[Plan Summary](#)

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For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy 2	David Garner Principal	dgarner@magnoliapublicschools.org (818) 758-0300

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Magnolia Science Academy-2 (MSA-2 Charter School), is a classroom-based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2008, MSA-2’s mission is to provide “a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.”

MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundational skills presented in ways that are relevant and inspiring for our students. MSA-2 adopted the Gates Model of providing its students with a small school environment, staffed with high quality educators and dedicated professionals whose sole purpose is to educate and prepare each child for higher education. Classroom instruction at MSA-2 is supplemented by tutoring, after-school programs, Saturday school enrichment, morning school support, and school-to-university pathways.

MSA-2 currently has 511 students in grades 6-12, and mainly draws enrollment from Van Nuys, CA, and neighboring communities. The neighborhoods that MSA-2 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-2 serves face economic challenges. MSA-2 has a diverse enrollment, including 88.4% Hispanic / Latino, 3.8% Asian / Pacific Islander, 4.7% White, 3% Black / African American, 88.7% Socioeconomically Disadvantaged, 18.2% Special Education, and 15.8% English Learner population, GATE 9.8% population.

For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

Magnolia Science Academy 2

Address: 17125 Victory Blvd., Lake Balboa, CA, 91406-5455

Phone: 818-758-0300

Email: dgarner@magnoliapublicschools.org

Our History

Magnolia Science Academy – 2 (MSA-2) opened its doors to serve the community of Reseda in the Fall of 2008 for the grades 6th through 12th grade. In 2010, the school site moved to Lake Balboa. The school provides an academically rigorous standards-based curriculum.

Our Mission

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

Our Vision

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

INNOVATION

Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

CONNECTION

School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

EXCELLENCE

Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

___% of MSA2 students met their growth target on the NWEA MAP for math during the 2022-23 academic year. Further, MSA2 had a conditional growth percentile of ___% for math and a Conditional Growth Index (CGI) of ___ in math. ___% of MSA2's English Learner students met their target growth on the MAP math assessment during the 2022-23 academic year. ___% of MSA2's free and reduced price eligible students met their target growth on the MAP math assessment during the 2022-23 academic year. ___% of MSA2's SPED students met their target growth on the MAP math assessment during the 2022-23 academic year. ___% of MSA2's Hispanic students met their target growth on the MAP math assessment during the 2022-23 academic year.

___% of MSA2 students met their growth target on the NWEA MAP for reading during the 2022-23 academic year. Further, MSA2 had a conditional growth percentile of ___% for reading and a Conditional Growth Index (CGI) of ___ in reading. ___% of MSA2's English Learner students met their target growth on the MAP reading assessment during the 2022-23 academic year. ___% of MSA2's free and reduced price eligible students met their target growth on the MAP reading assessment during the 2022-23 academic year. ___% of MSA2's SPED students met their target growth on the MAP reading assessment during the 2022-23 academic year. ___% of MSA2's Hispanic students met their target growth on the MAP reading assessment during the 2022-23 academic year.

MSA2 showed ___ points growth for Lexile this year for students in reading as measured by the myON data utilized during the 2022-23 academic year.

MSA-2 has experienced success in its SBAC Growth Data which was released for the 2022-23 school year and which compares the school's academic growth over the most recent 3 academic school years (from 2017 - 2019). In particular, this growth data displays that MSA-2's overall 3 year growth measurement for ELA over this time was a decilerank of 8 out of 10. Further, MSA-2 displayed a 3 year growth measurement for math over this time as a decilerank of 9 out of 10. This measure shows that all student subgroups (including Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), and Reclassified Fluent English Proficient (RFEP) reached a decilerank of at least 6 out of 10 across ELA and math over the 3 year period, with the expectation of Students with Disabilities (SWD) which showed a decilerank of 4 out of 10 for ELA.

MSA-2 has a historical stability rate which has been increasing over the past 3 academic years where this data has been published by CDE. In particular, the most recent school year's data from 2019-20 was 94.8% which is higher than the State average during this same period of time, which was between 91 and 92 percent. That being said, this displays a trend of increased student retention at MSA-2 over the last 3 school years which is a testament to the increased feeling within students and families that MSA-2 is a safe and supporting learning environment.

The Spring 2023 end of year administration of the NWEA MAP assessment shows tremendous growth across all student groups in math and reading. In particular, ___% of English Language Learner (ELL) students met their subgroup growth projection in math and ___% met their subgroup growth project in reading. In addition, ___% of Free and Reduced-price Lunch eligible (FRL) students met their subgroup growth projection in math and ___% met their subgroup growth project in reading. Further, ___% of Special Education (SPED) students met their

subgroup growth projection in math and ___% met their subgroup growth project in reading. Moreover, ___% of Asian students met their subgroup growth projection in math and ___% met their subgroup growth project in reading. Moreover, ___% of Hispanic students met their subgroup growth projection in math and ___% met their subgroup growth project in reading. Finally, ___% of white students met their subgroup growth projection in math and ___% met their subgroup growth project in reading.

When analyzing MSA-2's performance on the California Dashboard, we can see tremendous growth and progress across the majority of indicators. In particular, in the suspension and expulsion category, MSA-2 has maintained the highest rating of the blue color indicator for each year from 2017 - 2019. Due to the pandemic, there is no color indicator for this category on the dashboard for the 2020 and 2021 school years. MSA2 had one suspension and one expulsion during the 2021-22 academic year. On the 2022 dashboard, no color is available, but the status for suspension / expulsion is very low. During the 2022-23 academic year, MSA2 had one suspension and no expulsions.

In addition, MSA-2's graduation rate improved over the last 2 school years from the orange indicator 2nd to lowest rating of the orange indicator during 2018 to the highest rating of the blue color indicator during 2019. Specifically, MSA-2's graduation rate in 2019 increased by 7.9% to an overall rate of 97.6%. Due to the pandemic, there is no color indicator for this category on the dashboard for the 2020 and 2021 school years. MSA2 had a 100% graduation rate during the 2021-22 school year. On the 2022 dashboard, no color is available, but the status for graduation rate is very high. During the 2022-23 school year, MSA2 had ___% graduation rate.

In terms of the chronic absenteeism measurement on the dashboard, MSA-2 has reached the 2nd highest rating of the green color indicator over the past 2 academic years (2018 and 2019). Further, the school's most recent rate showed a decrease of 0.6% in 2019. Due to the pandemic, there is no color indicator for this category on the dashboard for the 2020 and 2021 school years. On the 2022 dashboard, no color is available, but the status for chronic absenteeism is very high, but the reason for this is due to the Covid-19 pandemic which had a significant impact on student absenteeism during that school year. During the 2022-23 academic year, MSA2 has a chronic absenteeism rate of ___%.

MSA-2's College Readiness indicator improved by 2.6% from the 2018 to the 2019 academic year, including an improvement from the 2nd to lowest rating of the orange indicator during 2018 to the 2nd to highest rating of the green color indicator during 2019. Due to the pandemic, there is no color indicator for this category on the dashboard for the 2020 and 2021 school years. On the 2022 dashboard, no color is available, but the rate for College Readiness Indicator is 72.3%.

MSA-2's ELA performance on the dashboard increased significantly by 20.8 points over the most recent two years from 2018 to 2019. In addition, the ELA measurement improved from the 2nd to lowest performance indicator color of orange in 2017 to the middle performance color of yellow in 2018, and retained the performance color of yellow in 2019. Due to the pandemic, there is no color indicator for this category on the dashboard for the 2020 and 2021 school years. On the 2022 dashboard, no color is available, but the ELA performance is 35 points below the standard and the status is low.

MSA-2's math performance performance on the dashboard increased by 6 points over the most recent academic year from 2018 to 2019. In addition, the math measurement improved from the 2nd to lowest performance indicator color of orange in 2018 to the middle performance

color of yellow in 2019. Due to the pandemic, there is no color indicator for this category on the dashboard for the 2020 and 2021 school years. On the 2022 dashboard, no color is available, but the math performance is 77.9 points below the standard and the status is low.

As we administer the SBAC, we see that MSA-2's overall ELA scores have increased each year over the past 3 years starting from 33.01% (in 2017) and ending up at 41.11% (in 2019). In addition, our school's math scores increased over the same past 3 years from 23.87% (in 2017) and ending up at 27.87% (in 2019). Due to the Covid-19 pandemic, MSA-2 does not have SBAC ELA or math data from 2020 for any grade levels, and only has such data for 11th graders from 2021. MSA2's ELA scores for SBAC in 2022 were 35.88%. MSA2's math scores for SBAC in 2022 were 21.76%.

MSA-2's showed improvement across all student groups in the most recent ELA performance categories on the dashboard during the 2018-19 academic year. Specifically, in ELA, EL students showed a growth of 12.8 points and reached the middle performance indicator of yellow during the 2018-19 academic year. In addition, in ELA, Hispanic students showed a growth of 19.6 points and reached the middle performance indicator of yellow during the 2018-19 academic year. Moreover, in ELA, Socioeconomically disadvantaged (SED) students showed a growth of 17.2 points and reached the middle performance indicator of yellow during the 2018-19 academic year. Despite students with disabilities (SWD) being in the 2nd to lowest performance indicator of orange during the 2018-19 academic year, they showed a significant growth of 28.7 points. Due to the Covid-19 pandemic, MSA-2 does not have this data from the 2020 and 2021 academic years. On the 2022 dashboard, no color is available for growth related to ELA performance.

MSA-2's showed improvement across all student groups in the most recent math performance categories on the dashboard during the 2018-19 academic year. Despite EL students being in the 2nd to lowest performance indicator of orange for math during the 2018-19 academic year, they showed a growth of 4.1 points. In addition, in math, Hispanic students showed a growth of 3.4 points and reached the middle performance indicator of yellow during the 2018-19 academic year. Moreover, despite socioeconomically disadvantaged students being in the 2nd to lowest performance indicator of orange for math during the 2018-19 academic year, they showed a growth of 2.9 points. Also, despite students with disabilities (SWD) being in the 2nd to lowest performance indicator of orange during the 2018-19 academic year, they showed a growth of 10.5 points. Due to the Covid-19 pandemic, MSA-2 does not have this data from the 2020 and 2021 academic years. On the 2022 dashboard, no color is available for growth related to ELA performance.

MSA2's reclassification rate during the 2021-22 academic year is 20%. MSA-2's progress for reclassification of English Learners during the most recent academic year included on the dashboard is very high at 71.4% during the 2018-2019 academic year. This success came as the result of a tremendous amount of collaboration, support, programs and interventions. In particular, the school utilizes myON to track data and support English Learners in measuring their Lexile growth in reading, as well as Flocabulary to improve their academic vocabulary as well as their development of critical thinking skills across all of Bloom's Taxonomy levels. Moreover, MSA-2 utilizes the Quill online platform to support these students during their ELD courses which they take during each semester when they are considered an EL level 1, 2 or 3. Beyond these structures, the school has an EL Coordinator who provides training to all teachers in order to best understand the process to integrate EL standards into all classroom lesson plans. The EL Coordinator also receives support from the Director of EL programs at the home office in order to best follow the EL Master Plan within Magnolia Public Schools. Finally, EL students are invited to attend additional after school tutoring sessions, Saturday School, and learning camps during the winter, spring and summer breaks. On the 2022 dashboard, MSA2's status for ELPI is medium at 54.9%.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

MSA2 students have demonstrated success in meeting their target growth in math and reading. To reiterate, 68.4% of MSA2 students met their growth target on the NWEA MAP for math during the 2021-22 academic year. Further, MSA2 had a conditional growth percentile of 93% for math and a Conditional Growth Index (CGI) of 1.48 in math. 66% of MSA2's English Learner students met their target growth on the MAP math assessment during the 2021-22 academic year. 69% of MSA2's free and reduced price eligible students met their target growth on the MAP math assessment during the 2021-22 academic year. 68.1% of MSA2's SPED students met their target growth on the MAP math assessment during the 2021-22 academic year. 67.4% of MSA2's Hispanic students met their target growth on the MAP math assessment during the 2021-22 academic year. MSA2 will add additional reflection information about the MAP math growth target outcomes once the data for 2022-23 become available and finalized and will include that information in our finalized LCAP report.

To reiterate, 67.3% of MSA2 students met their growth target on the NWEA MAP for reading during the 2021-22 academic year. Further, MSA2 had a conditional growth percentile of 98% for reading and a Conditional Growth Index (CGI) of 2.15 in reading. 69.6% of MSA2's English Learner students met their target growth on the MAP reading assessment during the 2021-22 academic year. 67.5% of MSA2's free and reduced price eligible students met their target growth on the MAP reading assessment during the 2021-22 academic year. 67.8% of MSA2's SPED students met their target growth on the MAP reading assessment during the 2021-22 academic year. 66.1% of MSA2's Hispanic students met their target growth on the MAP reading assessment during the 2021-22 academic year. MSA2 will add additional reflection information about the MAP reading growth target outcomes once the data for 2022-23 become available and finalized and will include that information in our finalized LCAP report.

Despite the success in meeting the growth targets in math and reading on the NWEA MAP assessment across many student populations described above, the overall proficiency and advanced percentile of students in math at MSA2 is 16.62%. This rate is an area of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional supports. Further the overall proficiency and advanced percentile of students in reading at MSA2 is 40.48%. This rate is also an area of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional supports. MSA2 will add additional reflection information about the MAP math overall proficiency outcomes once the data for 2022-23 become available and finalized and will include that information in our finalized LCAP report.

Another area of need relates to the 2.13% of EL students who are proficient or advanced in math as measured by the 2021-22 NWEA MAP assessment. Further, 4.26% of EL students who are proficient or advanced in reading as measured by the 2021-22 NWEA MAP assessment. These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions

and additional supports to improve the math and reading proficiency rate of EL students. MSA2 will add additional reflection information about the MAP math and ELA overall proficiency outcomes related to EL students once the data for 2022-23 become available and finalized and will include that information in our finalized LCAP report.

Another area of need relates to the 7.27% of SPED students who are proficient or advanced in math as measured by the 2021-22 NWEA MAP assessment. Further, 21.82% of SPED students who are proficient or advanced in reading as measured by the 2021-22 NWEA MAP assessment. These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional supports to improve the math and reading proficiency rate of SPED students. MSA2 will add additional reflection information about the MAP math and ELA overall proficiency outcomes related to SPED students once the data for 2022-23 become available and finalized and will include that information in our finalized LCAP report.

Another area of need relates to the 14.52% of Hispanic students who are proficient or advanced in math as measured by the 2021-22 NWEA MAP assessment. Further, 38.83% of Hispanic students who are proficient or advanced in reading as measured by the 2021-22 NWEA MAP assessment. These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional supports to improve the math and reading proficiency rate of Hispanic students. MSA2 will add additional reflection information about the MAP math and ELA overall proficiency outcomes related to Hispanic students once the data for 2022-23 become available and finalized and will include that information in our finalized LCAP report.

MSA2 qualified for ATSI for students with disabilities in the areas of mathematics and ELA for state testing as well as for the area of chronic absenteeism.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Charter School LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones.

Some of the highlights include:

- Parents continue to show appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent Bridge Education Program
- The need to continue our improvements in designated/integrated English Learner services
- Continue to provide counseling and positive behavior intervention support services to our students
- Continue using teacher evaluation system "TeachBoost"
- 100% graduation rate; college bound high school students.

- Classes continue using blended learning effectively
- The full inclusion of special education students continues to be impactful to support student learning
- Professional development around explicit direct instruction
- Our PBIS program continues to lead to low suspensions and expulsion rates

During the 2022-23 academic year, the participation rate of families in the annual educational partners survey increased by 13.0 % over the last year (from 86.3% to 99.3%), the staff participation rates maintained 100% over the past year and the participation rate of students increased by 0.8 %. MSA2 has reached their LCAP goals on all participation rates for the 22-23 school year. Along with PACE coordinator, our Community School Coordinator has helped us a lot to reach this goal. This is also the first year we have had both a PACE coordinator and Community Coordinator, so that led to the increased rate of 13% for family participation which was the largest participation rate we have had at MSA2 for families since 2019-20, the year before we started exclusively utilizing digital surveys for families. This year, we used our reward system and got PBIS involved and kids got kick board points which motivated them for the parent surveys. During the pandemic we started to use the digital version of these surveys for the parents and they got used to them and now they feel more comfortable using it.

The overall satisfaction rates for families during the 2022-23 academic year was maintained at 97%. This high rate of satisfaction for families has been sustained by a combination of factors, including the addition of the Community Schools Coordinator this school year to lead events to engage families in the school. Overall satisfaction rates for students and staff decreased by 5% during the same period of time. While there is still room to grow we still maintain a high percentage of maintaining about 83% for students and at 93% for staff. This could be due to new staff and kids getting used to their new teachers while they had subs through most of the school year, related to the increased physical and mental health issues which impacted our staff following the Covid-19 pandemic. MSA2 continues to offer improved access to high quality instructional programs as well as provide support to staff and families.

Over the 2022-23 academic year, students showed a decrease in average approval rating by 3% over the past year (from 73% to 70%). This decrease in student satisfaction rates this year may be impacted by the fact that during the last school year, students experienced feelings of approval at school to be around other peers and staff after previously spending the majority of their time at home on Zoom, and and after previously not being able to go to the school site. However, the satisfaction from the “honeymoon period” they experienced last school year has faded away and now they are experiencing a decreased feeling of approval. Also, the longer students have been away from distance learning where they may have been able to do other non-academic related activities at home without supervision during the Covid-19 pandemic’s distance learning program, the more they have experienced a decrease in student satisfaction rates during the current school year. During the current school year, MSA2 also continued to offer interventions and support including Saturday School, PBIS weekly house competitions, in-person counseling sessions, in-person support for college applications, after school tutoring and clubs, and support via online resources.

Over the 2022-23 academic year, families approval rates increased by 1% over the past year (rising from 97% last year to 98% this year). We maintained a high percentage of parent meetings and conferences both in-person and via Zoom, in person events, including our Friday Coffee with the Principal meetings, Parent Teacher Conferences, PTF meetings, PAC meetings, Title I and ELAC meetings. One of the reasons for the increase in parent satisfaction rates during the current year may be related to the addition of the Community Schools Coordinator position during the 2022-23 academic year.

Over the 2022-23 academic year, staff increased in average approval rating by 2% over the past year (from 85% to 87%). Some of the reasons behind this change may be that during the previous school year, staff were negatively impacted by the change from being able to previously work remotely for nearly the entire year with the school day being shorter due to distance learning to needing to work entirely in person last year. Perhaps during the 2022-23 school year, staff have started to readapt to the process of working entirely in person and are simultaneously experiencing satisfaction from being around other people again, including other staff and students. Also, the need to focus on areas including classroom management last year was lower while students were on Zoom, since many negative behavioral issues which typically occurred in-person were not as easy to do for students. That being said, this year required teachers to return to a fully in-person school year as well as to return to a longer school day each day. These changes also require teachers to focus more on behavioral management techniques which last year they may not have needed to place as great of an emphasis on. These may be some of the reasons for the decrease in staff satisfaction rates this year, in addition to the other areas shared by staff members in their survey responses.

One of the overall successes found during the 2022-23 academic year related to the overall satisfaction rates for families during the 2022-23 academic year which was maintained at 97%. As was stated previously, this high rate of satisfaction for families has been sustained by a combination of factors, including the addition of the Community Schools Coordinator this school year to lead events to engage families in the school. Also, despite the overall satisfaction rates for students and staff decreasing by 5% during the same period of time and there is still room to grow, we still consider maintaining the high percentage of 83% for students and 93% for staff a success despite the numerous challenges facing the school during the current school year including new staff and kids getting used to their new teachers while they had subs through most of the school year, increased physical and mental health issues which impacted our staff following the Covid-19 pandemic. MSA2 continues to offer improved access to high quality instructional programs as well as provide support to staff and families.

For the topic of Climate of Support for Academic Learning, families showed a 98% favorable rating during the 2022-23 academic year, which maintained its high percent from the previous year. Also, during the current academic year, MSA2's staff favorable rating is 96% for the same topic, which is up by 1 percent since the last academic year. MSA2's students favorable rating is 75% during the 2022-23 academic year which was a 5 percent decrease since the last academic year.

Despite the decreases across the student stakeholder group for the topic of Climate of Support for Academic Learning in the 2022-23 academic year, these results increased for staff and maintained a high rate for families. Furthermore, the staff and family stakeholder group averages for MSA2 are actually higher than the MPS average for the respective partner groups as well as equal to the MPS average for students, which demonstrates that MSA2 continues to experience success in this topic. The increase in this response for staff and families may be due to the increased level of professional development opportunities provided to staff related to academic instructional pedagogy, as well as increased opportunities for families to become involved in the academic outcomes of their children. The decrease across the student educational partner group in this topic during the current academic year is attributed to the increased challenges that MSA2 students faced in continuing to return to in-person learning following during the Covid-19 pandemic, including increased teacher absences during the 2022-23 academic year which were not preventable due to exposure to Covid-19, close contacts and symptoms during the Covid-19 pandemic as well as other increased mental and physical health issues facing MSA2 staff at an increased rate.

For the topic of Knowledge and Fairness of Discipline, Rules and Norms during the 2022-23 academic year, MSA2's staff favorable rating is

92% for the same topic, which is up by 15 percent since the last academic year. MSA2's favorable rating for students on the same topic is 66% during the current academic year. This was a 1 percent decrease since the last academic year. Finally, the same topic for families during the current school year showed a 96% favorable rating, which was down by 1 percent from the previous year.

The high staff favorable rating of 92% for the Knowledge and Fairness of Discipline, Rules and Norms during the 2022-23 academic year as well as the 15 percent increase since the last academic year may be due to adding another discipline coordinator to support MSA2 as well as the new Kickboard system which helps with managing and tracking areas related to this measure. Despite the slight decrease across the staff and student educational partners stakeholder groups for the topic of Knowledge and Fairness of Discipline, Rules and Norms in the 2022-23 academic year, the results for families are actually higher than the MPS average for the educational partner groups and demonstrates that MSA2 continues to experience success in this topic. The decrease across student and family educational partners in this topic during the current academic year is attributed to the increased challenges that MSA2 continued to face in returning to in-person learning following during the Covid-19 pandemic. Also, despite the slight decrease for families in this area, the high rate of 96% for families indicates that this area is still considered a success for MSA2.

Also, this decrease in student rates this year for Knowledge and Fairness of Discipline, Rules and Norms may be impacted by the fact that during the last school year, students were willing to view discipline in a favorable light due to their excitement from being able to spend the majority of their time in school away from home and Zoom, and were more excited to go to the school site to be able to interact with their peers, but this year, students have acclimated to the norm and gotten over the "honeymoon phase" of returning back to in-person learning. During the current school year, MSA2 also continued to offer interventions and support including Saturday School, PBIS weekly house competitions, in-person counseling sessions, in-person support for college applications, after school tutoring and clubs, and support via online and in-person resources.

For the topic of Safety, the rating from families during the 2022-23 school year showed a 98% favorable rating, which was up by 2 percent from the previous year, which is a tremendous area of strength. MSA2's favorable rating for students for the same topic is 74% during the current academic year. This was a 2 percent decrease since the last academic year, which is considered a success for MSA2 in comparison to the other average rates in MPS. Finally, during the current academic year, MSA2's staff favorable rating is 76% for the same topic, which remained constant from last academic year.

Despite the slight decreases across the student educational partner group for the topic of Safety in the 2022-23 academic year, the results for students and families are actually higher than the MPS average for these educational partner groups and demonstrates that MSA2 continues to experience success in this topic. The decrease across the student educational partners survey in this topic during the current academic year is also attributed to the increased challenges that students faced in continuing to return to in-person learning following during the Covid-19 pandemic. In particular, during distance learning, students last year may not have dealt with the same degree of issues related to school safety when they first returned from distance learning last year during the "honeymoon" period where some students may have been better able to exert self control related to safety due to their excitement to be able to interact with peers last year, and that excitement phase may have decreased back to the levels prior to students' isolation from each other. In addition, students were not able to interact with other students during the distance learning from the isolation in their homes, so the adjustment which students needed to experience when returning to in-person has led to a second year of increased behavioral issues at school during the transition period. However, MSA2 has

continued to respond to this challenge during the 2021-22 academic year by maintaining the new staff which were hired during the prior school year, including 1 additional SPED teacher, 3 additional SPED paraprofessionals, 3 additional administrative assistants in the students services department, 1 additional administrative assistant to support the academic department, and 1 additional full time security guard to provide additional supervision and support.

For the topic of Sense of Belonging (School Connectedness), MSA2's students favorable rating is 62% during the 2022-23 academic year. This was a 3 percent decrease since the last academic year, which is equal with the average ratings across MPS for this stakeholder group for the same topic. In particular, during distance learning, students last year may not have dealt with the same degree of issues related to feeling a sense of belonging and school connectedness when they first returned from distance learning last year during the "honeymoon" period where some students may have felt an elevated sense of belonging related to their ability to be able to interact with peers last year, and that sense of belonging phase may have decreased back to the levels prior to students' isolation from each other. The same topic for families during the current school year showed a 98% favorable rating, which was down by 1 percent from the previous year. Finally, during the current academic year, MSA2's staff favorable rating is 80% for the same topic, which is a decrease by 12 percent since the last academic year. This is a tremendous success for MSA2 despite experiencing increased challenges during the current school year, including increased staff mental and physical health issues which impacted the staff attendance rate and led to decreased sense of belonging. In particular, MSA2 plans to help elevate these areas during the upcoming school year by increasing opportunities for students and staff to lead more assemblies, celebrations, and social events which are led by students and staff members.

We are incredibly proud of all of our areas of growth and plan on continuing to focus on taking proactive steps to repeat and build upon these successes. We are also incredibly motivated to continue to work on addressing all of the areas of concern during the upcoming school year and continue to make MSA2 a better school for all educational partners across all categories through our ongoing collaborative approach.

Despite the overall satisfaction rates for students and staff decreasing by 5% during the 2022-23 academic year, there is still room to grow, and we still consider maintaining the high percentage of 83% for students and 93% for staff a success despite the numerous challenges facing the school during the current school year including new staff and kids getting used to their new teachers while they had subs through most of the school year, increased physical and mental health issues which impacted our staff following the Covid-19 pandemic. MSA2 continues to offer improved access to high quality instructional programs as well as provide support to staff and families.

Despite the decreases across the student stakeholder group for the topic of Climate of Support for Academic Learning in the 2022-23 academic year, these results increased for staff and maintained a high rate for families. Furthermore, the staff and family stakeholder group averages for MSA2 are actually higher than the MPS average for the respective partner groups as well as equal to the MPS average for students, which demonstrates that MSA2 continues to experience success in this topic. The increase in this response for staff and families may be due to the increased level of professional development opportunities provided to staff related to academic instructional pedagogy, as well as increased opportunities for families to become involved in the academic outcomes of their children. The decrease across the student educational partner group in this topic during the current academic year is attributed to the increased challenges that MSA2 students faced in continuing to return to in-person learning following during the Covid-19 pandemic, including increased teacher absences during the 2022-23 academic year which were not preventable due to exposure to Covid-19, close contacts and symptoms during the Covid-19 pandemic as well as other increased mental and physical health issues facing MSA2 staff at an increased rate.

MSA2's favorable rating for students for the topic of Knowledge and Fairness of Discipline, Rules and Norms is 66% during the current academic year. This was a 1 percent decrease since the last academic year. The same topic for families during the current school year showed a 96% favorable rating, which was down by 1 percent from the previous year. Despite the slight decrease across the staff and student educational partners stakeholder groups in the 2022-23 academic year, the results for families are actually higher than the MPS average for the educational partner groups and demonstrates that MSA2 continues to experience success in this topic. The decrease across student and family educational partners in this topic during the current academic year is attributed to the increased challenges that MSA2 continued to face in returning to in-person learning following during the Covid-19 pandemic. Also, despite the slight decrease for families in this area, the high rate of 96% for families indicates that this area is still considered a success for MSA2.

Also, this decrease in student rates this year for Knowledge and Fairness of Discipline, Rules and Norms may be impacted by the fact that during the last school year, students were willing to view discipline in a favorable light due to their excitement from being able to spend the majority of their time in school away from home and Zoom, and were more excited to go to the school site to be able to interact with their peers, but this year, students have acclimated to the norm and gotten over the "honeymoon phase" of returning back to in-person learning. During the current school year, MSA2 also continued to offer interventions and support including Saturday School, PBIS weekly house competitions, in-person counseling sessions, in-person support for college applications, after school tutoring and clubs, and support via online and in-person resources.

MSA2's favorable rating for students for the same topic is 74% during the current academic year. This was a 2 percent decrease since the last academic year, which is considered a success for MSA2 in comparison to the other average rates in MPS. Finally, during the current academic year, MSA2's staff favorable rating is 76% for the same topic, which remained constant from last academic year.

Despite the slight decreases across the student educational partner group for the topic of Safety in the 2022-23 academic year, the results for students and families are actually higher than the MPS average for these educational partner groups and demonstrates that MSA2 continues to experience success in this topic. The decrease across the student educational partners survey in this topic during the current academic year is also attributed to the increased challenges that students faced in continuing to return to in-person learning following during the Covid-19 pandemic. In particular, during distance learning, students last year may not have dealt with the same degree of issues related to school safety when they first returned from distance learning last year during the "honeymoon" period where some students may have been better able to exert self control related to safety due to their excitement to be able to interact with peers last year, and that excitement phase may have decreased back to the levels prior to students' isolation from each other. In addition, students were not able to interact with other students during the distance learning from the isolation in their homes, so the adjustment which students needed to experience when returning to in-person has led to a second year of increased behavioral issues at school during the transition period. However, MSA2 has continued to respond to this challenge during the 2021-22 academic year by maintaining the new staff which were hired during the prior school year, including 1 additional SPED teacher, 3 additional SPED paraprofessionals, 3 additional administrative assistants in the students services department, 1 additional administrative assistant to support the academic department, and 1 additional full time security guard to provide additional supervision and support.

For the topic of Sense of Belonging (School Connectedness), MSA2's students favorable rating is 62% during the 2022-23 academic year.

This was a 3 percent decrease since the last academic year, which is equal with the average ratings across MPS for this stakeholder group for the same topic. In particular, during distance learning, students last year may not have dealt with the same degree of issues related to feeling a sense of belonging and school connectedness when they first returned from distance learning last year during the “honeymoon” period where some students may have felt an elevated sense of belonging related to their ability to be able to interact with peers last year, and that sense of belonging phase may have decreased back to the levels prior to students’ isolation from each other. The same topic for families during the current school year showed a 98% favorable rating, which was down by 1 percent from the previous year. Finally, during the current academic year, MSA2’s staff favorable rating is 80% for the same topic, which is a decrease by 12 percent since the last academic year. This is a tremendous success for MSA2 despite experiencing increased challenges during the current school year, including increased staff mental and physical health issues which impacted the staff attendance rate and led to decreased sense of belonging. In particular, MSA2 plans to help elevate these areas during the upcoming school year by increasing opportunities for students and staff to lead more assemblies, celebrations, and social events which are led by students and staff members.

Amongst the free-responses to the questions about what educational partners like most about MSA2, the below are some of the summarized answers shared across educational partner groups:

- Staff and Admin, are friendly, dedicated, humble, and supportive
- Providing positive and friendly, caring environment for the students and staff
- CIF Sports, Before School Programs, College Classes, school activities
- Family oriented, involvement,
- The Unity and expectations of the school

Amongst the free-responses to the questions about what educational partners like least about MSA2, the below are some of the summarized answers shared across educational partner groups:

- Small space, lack of access to necessary facilities to improve quality of sport
- Staff attendance
- Lack of availability of better food options
- Wi-Fi issues
- Follow-up on having clear consequences for disruptive students

Amongst the free-responses to the questions about what educational partners would like to suggest for areas of improvement for MSA2, the below are some of the summarized answers shared across educational partner groups:

- Improvement to facilities/infrastructure
- Additional security/supervision
- More communication (parent involvement)
- Bigger campus; gym, computer labs, more restrooms
- More enforced rules for student discipline; more consequences

- Better communication of events/programs/sport. The school has so many amazing events that don't get the spotlight such as sports, music, classroom projects

Based upon the feedback received in the annual educational partner survey during the 2022-23 academic year, the below are the initial responses which the MSA2 administration has stated which they will focus on to improve MSA2 during the 2023-24 academic year:

- Increase school-wide fun activities to build better relationships among students and keep them motivated.
- Work on getting better with communication between staff, students and families. (CSC Implementation Grant: Left Brain Institute Certification - LA Institute for Restorative Practices)
- Multiple action plans developed by the team will be shared with the teachers and parents; from the teachers and parents feedback, each of the action plans will be weighed based upon the benefits and drawbacks of each action plan proposal for the 2023-2024 scholastic year, before it begins.
- Work with IT to see if we could put more hotspots into the classrooms since we will be moving out of the campus soon.
- Expand sports programs to include increased number of competitions per season, as well as increased access to sports facilities to practice and compete
- Offer more advanced math/science classes, start implementing better opportunities for GATE students (honors Eng and better electives)
- More enforced rules for student discipline; more consequences, increase incentives for positive behavior

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

In order to promote learning and provide a more positive learning experience for our students, MSA-2 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

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

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our educational partners. These include PTF meetings, monthly PAC meetings, quarterly ELAC meetings, numerous parent activities/events including weekly Coffee with the Principal meetings on Fridays, weekly staff meetings, and other educational partner meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made over 100 home visits during each of the past four school years and sought feedback from the parents for school improvement.

During the 2022-23 academic year, MSA2 took proactive steps to retain the additional staff positions which were initially added to the school during the return from distance learning to in-person learning which took place from August 2021 through June 2022 to maintain support the engagement and reintegration of students and all educational partners. In particular, the new staff positions which were added during this time period and retained during the 2022-23 academic year at MSA2 include numerous full-time staff positions to the school, including 1 additional SPED teacher; 2 additional SPED paraprofessionals; 1 additional security staff; 1 additional custodian; 2 additional discipline administrative assistants / discipline coordinators; 1 full time substitute teacher; and 1 additional academic administrative assistant. These support resources were continued to be provided to the school as the students continued to readapt to in-person instruction during the second consecutive year as a manner to increase student engagement in learning, accelerate learning, support school safety, and facilitate the administration of intervention programs, as these staff members provided ongoing support to students and families. Further, MSA2 added the additional position of Social Worker part-time to the school personnel during the 2022-23 academic year to help provide students with socioemotional support and mental health resources. Beyond this, MSA2 also added the position of Community School Coordinator to our

staff during the 2022-23 to help MSA2 build deeper partnerships between the school, the students, the families, the staff and the community. In addition, we continued to hold weekly Coffee with the Principal meetings on Fridays to provide parents with an opportunity to share their feedback with the school related to their children, as well as to share important information with families. We also continued to hold ELAC, PAC, and PTF meetings during this school year where priorities are discussed and voted upon for approval and support by members from various stakeholder groups. In addition, we created and distributed newsletters which held important information and also provided the community with student journalist work.

MSA2 incorporates numerous manners to solicit feedback from our various stakeholder groups, including parents/guardians, staff, and students, in order to seek input related to the setting of priorities, including the allocation of funding to achieve these desired outcomes. Amongst these means are the below:

- Weekly Full Staff PD meetings
- Monthly Grade Level meetings
- Weekly SPED meetings
- Weekly Admin meetings
- Monthly MTSS SEL Committee meetings
- Weekly PBIS Committee meetings
- Weekly ASB Student Government meetings
- Monthly MTSS Academic Committee meetings
- Weekly Leadership meetings with central office
- Monthly Title I Staff meetings with ELA and math interventionists
- Weekly Office Staff meetings
- Weekly Coffee with the Principal meetings
- Monthly Dean of Academics meetings with central office
- Monthly Dean of Students meetings with central office
- Monthly Principal meetings with central office
- Monthly Department meetings
- Monthly Dual Enrollment / College Programs meetings
- ELAC meetings
- PTF meetings
- PAC meetings
- Title I meetings
- Monthly Magnolia Engagement Team (MET) meetings with Community School Coordinators and PACE Coordinators

In addition, MSA2 utilizes the following tools to disseminate information to stakeholders:

ParentSquare

Newsletter

School website

Email
 Phone calls / voice message
 Social media
 Google Classroom
 Illuminate
 Google Forms
 Panorama Education - survey
 Home visits

A summary of the feedback provided by specific educational partners.

MSA2 regularly receives significant feedback from all stakeholder groups, including our Parent Advisory Committee (PAC) / Parents, our students, our staff, Parent Task Force (PTF) parents, our ELAC, and our SELPA. In particular the input from each of these stakeholder groups is systematically integrated into our school operations, programs, services, planned expenditures, and other important aspects of our educational systems.

Introduction:

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

Annual educational partner experience survey:

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

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

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

Student SEL survey:

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

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

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

Specific data is collected each year from students, parents/families and staff from our annual educational partner survey conducted through Panorama Education. The below information reflects the specific results from the 2022-23 survey from these educational partner groups for MSA2:

Survey Participation Rates:

During the 2022-23 academic year, the participation rate of families increased by 13.0 % over the last year (from 86.3% to 99.3%), the staff participation rates maintained 100% over the past year and the participation rate of students increased by 0.8 %. MSA2 has reached their LCAP goals on all participation rates for the 22-23 school year. Along with PACE coordinator, our Community School Coordinator has helped us a lot to reach this goal. This is also the first year we have had both a PACE coordinator and Community Coordinator, so that led to the increased rate of 13% for family participation which was the largest participation rate we have had at MSA2 for families since 2019-20, the year before we started exclusively utilizing digital surveys for families. This year, we used our reward system and got PBIS involved and kids got kick board points which motivated them for the parent surveys. During the pandemic we started to use the digital version of these surveys for the parents and they got used to them and now they feel more comfortable using it.

Overall Satisfaction Rates:

The overall satisfaction rates for families during the 2022-23 academic year was maintained at 97%. This high rate of satisfaction for families has been sustained by a combination of factors, including the addition of the Community Schools Coordinator this school year to lead events

to engage families in the school. Overall satisfaction rates for students and staff decreased by 5% during the same period of time. While there is still room to grow we still maintain a high percentage of maintaining about 83% for students and at 93% for staff. This could be due to new staff and kids getting used to their new teachers while they had subs through most of the school year, related to the increased physical and mental health issues which impacted our staff following the Covid-19 pandemic. MSA2 continues to offer improved access to high quality instructional programs as well as provide support to staff and families.

Survey Findings:

Over the 2022-23 academic year, students showed a decrease in average approval rating by 3% over the past year (from 73% to 70%). This decrease in student satisfaction rates this year may be impacted by the fact that during the last school year, students experienced feelings of approval at school to be around other peers and staff after previously spending the majority of their time at home on Zoom, and and after previously not being able to go to the school site. However, the satisfaction from the “honeymoon period” they experienced last school year has faded away and now they are experiencing a decreased feeling of approval. Also, the longer students have been away from distance learning where they may have been able to do other non-academic related activities at home without supervision during the Covid-19 pandemic’s distance learning program, the more they have experienced a decrease in student satisfaction rates during the current school year. During the current school year, MSA2 also continued to offer interventions and support including Saturday School, PBIS weekly house competitions, in-person counseling sessions, in-person support for college applications, after school tutoring and clubs, and support via online resources.

Over the 2022-23 academic year, families approval rates increased by 1% over the past year (rising from 97% last year to 98% this year). We maintained a high percentage of parent meetings and conferences both in-person and via Zoom, in person events, including our Friday Coffee with the Principal meetings, Parent Teacher Conferences, PTF meetings, PAC meetings, Title I and ELAC meetings. One of the reasons for the increase in parent satisfaction rates during the current year may be related to the addition of the Community Schools Coordinator position during the 2022-23 academic year.

Over the 2022-23 academic year, staff increased in average approval rating by 2% over the past year (from 85% to 87%). Some of the reasons behind this change may be that during the previous school year, staff were negatively impacted by the change from being able to previously work remotely for nearly the entire year with the school day being shorter due to distance learning to needing to work entirely in person last year. Perhaps during the 2022-23 school year, staff have started to readapt to the process of working entirely in person and are simultaneously experiencing satisfaction from being around other people again, including other staff and students. Also, the need to focus on areas including classroom management last year was lower while students were on Zoom, since many negative behavioral issues which typically occurred in-person were not as easy to do for students. That being said, this year required teachers to return to a fully in-person school year as well as to return to a longer school day each day. These changes also require teachers to focus more on behavioral management techniques which last year they may not have needed to place as great of an emphasis on. These may be some of the reasons for the decrease in staff satisfaction rates this year, in addition to the other areas shared by staff members in their survey responses.

Successes:

One of the overall successes found during the 2022-23 academic year related to the overall satisfaction rates for families during the 2022-23 academic year which was maintained at 97%. As was stated previously, this high rate of satisfaction for families has been sustained by a combination of factors, including the addition of the Community Schools Coordinator this school year to lead events to engage families in the school. Also, despite the overall satisfaction rates for students and staff decreasing by 5% during the same period of time and there is still room to grow, we still consider maintaining the high percentage of 83% for students and 93% for staff a success despite the numerous challenges facing the school during the current school year including new staff and kids getting used to their new teachers while they had subs through most of the school year, increased physical and mental health issues which impacted our staff following the Covid-19 pandemic. MSA2 continues to offer improved access to high quality instructional programs as well as provide support to staff and families.

For the topic of Climate of Support for Academic Learning, families showed a 98% favorable rating during the 2022-23 academic year, which maintained its high percent from the previous year. Also, during the current academic year, MSA2's staff favorable rating is 96% for the same topic, which is up by 1 percent since the last academic year. MSA2's students favorable rating is 75% during the 2022-23 academic year which was a 5 percent decrease since the last academic year.

Despite the decreases across the student stakeholder group for the topic of Climate of Support for Academic Learning in the 2022-23 academic year, these results increased for staff and maintained a high rate for families. Furthermore, the staff and family stakeholder group averages for MSA2 are actually higher than the MPS average for the respective partner groups as well as equal to the MPS average for students, which demonstrates that MSA2 continues to experience success in this topic. The increase in this response for staff and families may be due to the increased level of professional development opportunities provided to staff related to academic instructional pedagogy, as well as increased opportunities for families to become involved in the academic outcomes of their children. The decrease across the student educational partner group in this topic during the current academic year is attributed to the increased challenges that MSA2 students faced in continuing to return to in-person learning following during the Covid-19 pandemic, including increased teacher absences during the 2022-23 academic year which were not preventable due to exposure to Covid-19, close contacts and symptoms during the Covid-19 pandemic as well as other increased mental and physical health issues facing MSA2 staff at an increased rate.

For the topic of Knowledge and Fairness of Discipline, Rules and Norms during the 2022-23 academic year, MSA2's staff favorable rating is 92% for the same topic, which is up by 15 percent since the last academic year. MSA2's favorable rating for students on the same topic is 66% during the current academic year. This was a 1 percent decrease since the last academic year. Finally, the same topic for families during the current school year showed a 96% favorable rating, which was down by 1 percent from the previous year.

The high staff favorable rating of 92% for the Knowledge and Fairness of Discipline, Rules and Norms during the 2022-23 academic year as well as the 15 percent increase since the last academic year may be due to adding another discipline coordinator to support MSA2 as well as the new Kickboard system which helps with managing and tracking areas related to this measure. Despite the slight decrease across the staff and student educational partners stakeholder groups for the topic of Knowledge and Fairness of Discipline, Rules and Norms in the 2022-23 academic year, the results for families are actually higher than the MPS average for the educational partner groups and demonstrates that MSA2 continues to experience success in this topic. The decrease across student and family educational partners in this topic during the current academic year is attributed to the increased challenges that MSA2 continued to face in returning to in-person learning following during the Covid-19 pandemic. Also, despite the slight decrease for families in this area, the high rate of 96% for families indicates

that this area is still considered a success for MSA2.

Also, this decrease in student rates this year for Knowledge and Fairness of Discipline, Rules and Norms may be impacted by the fact that during the last school year, students were willing to view discipline in a favorable light due to their excitement from being able to spend the majority of their time in school away from home and Zoom, and were more excited to go to the school site to be able to interact with their peers, but this year, students have acclimated to the norm and gotten over the “honeymoon phase” of returning back to in-person learning. During the current school year, MSA2 also continued to offer interventions and support including Saturday School, PBIS weekly house competitions, in-person counseling sessions, in-person support for college applications, after school tutoring and clubs, and support via online and in-person resources.

For the topic of Safety, the rating from families during the 2022-23 school year showed a 98% favorable rating, which was up by 2 percent from the previous year, which is a tremendous area of strength. MSA2’s favorable rating for students for the same topic is 74% during the current academic year. This was a 2 percent decrease since the last academic year, which is considered a success for MSA2 in comparison to the other average rates in MPS. Finally, during the current academic year, MSA2’s staff favorable rating is 76% for the same topic, which remained constant from last academic year.

Despite the slight decreases across the student educational partner group for the topic of Safety in the 2022-23 academic year, the results for students and families are actually higher than the MPS average for these educational partner groups and demonstrates that MSA2 continues to experience success in this topic. The decrease across the student educational partners survey in this topic during the current academic year is also attributed to the increased challenges that students faced in continuing to return to in-person learning following during the Covid-19 pandemic. In particular, during distance learning, students last year may not have dealt with the same degree of issues related to school safety when they first returned from distance learning last year during the “honeymoon” period where some students may have been better able to exert self control related to safety due to their excitement to be able to interact with peers last year, and that excitement phase may have decreased back to the levels prior to students’ isolation from each other. In addition, students were not able to interact with other students during the distance learning from the isolation in their homes, so the adjustment which students needed to experience when returning to in-person has led to a second year of increased behavioral issues at school during the transition period. However, MSA2 has continued to respond to this challenge during the 2021-22 academic year by maintaining the new staff which were hired during the prior school year, including 1 additional SPED teacher, 3 additional SPED paraprofessionals, 3 additional administrative assistants in the students services department, 1 additional administrative assistant to support the academic department, and 1 additional full time security guard to provide additional supervision and support.

For the topic of Sense of Belonging (School Connectedness), MSA2’s students favorable rating is 62% during the 2022-23 academic year. This was a 3 percent decrease since the last academic year, which is equal with the average ratings across MPS for this stakeholder group for the same topic. In particular, during distance learning, students last year may not have dealt with the same degree of issues related to feeling a sense of belonging and school connectedness when they first returned from distance learning last year during the “honeymoon” period where some students may have felt an elevated sense of belonging related to their ability to be able to interact with peers last year, and that sense of belonging phase may have decreased back to the levels prior to students’ isolation from each other. The same topic for families during the current school year showed a 98% favorable rating, which was down by 1 percent from the previous year. Finally, during

the current academic year, MSA2's staff favorable rating is 80% for the same topic, which is a decrease by 12 percent since the last academic year. This is a tremendous success for MSA2 despite experiencing increased challenges during the current school year, including increased staff mental and physical health issues which impacted the staff attendance rate and led to decreased sense of belonging. In particular, MSA2 plans to help elevate these areas during the upcoming school year by increasing opportunities for students and staff to lead more assemblies, celebrations, and social events which are led by students and staff members.

We are incredibly proud of all of our areas of growth and plan on continuing to focus on taking proactive steps to repeat and build upon these successes. We are also incredibly motivated to continue to work on addressing all of the areas of concern during the upcoming school year and continue to make MSA2 a better school for all educational partners across all categories through our ongoing collaborative approach.

Identified Needs:

Despite the overall satisfaction rates for students and staff decreasing by 5% during the 2022-23 academic year, there is still room to grow, and we still consider maintaining the high percentage of 83% for students and 93% for staff a success despite the numerous challenges facing the school during the current school year including new staff and kids getting used to their new teachers while they had subs through most of the school year, increased physical and mental health issues which impacted our staff following the Covid-19 pandemic. MSA2 continues to offer improved access to high quality instructional programs as well as provide support to staff and families.

Despite the decreases across the student stakeholder group for the topic of Climate of Support for Academic Learning in the 2022-23 academic year, these results increased for staff and maintained a high rate for families. Furthermore, the staff and family stakeholder group averages for MSA2 are actually higher than the MPS average for the respective partner groups as well as equal to the MPS average for students, which demonstrates that MSA2 continues to experience success in this topic. The increase in this response for staff and families may be due to the increased level of professional development opportunities provided to staff related to academic instructional pedagogy, as well as increased opportunities for families to become involved in the academic outcomes of their children. The decrease across the student educational partner group in this topic during the current academic year is attributed to the increased challenges that MSA2 students faced in continuing to return to in-person learning following during the Covid-19 pandemic, including increased teacher absences during the 2022-23 academic year which were not preventable due to exposure to Covid-19, close contacts and symptoms during the Covid-19 pandemic as well as other increased mental and physical health issues facing MSA2 staff at an increased rate.

MSA2's favorable rating for students for the topic of Knowledge and Fairness of Discipline, Rules and Norms is 66% during the current academic year. This was a 1 percent decrease since the last academic year. The same topic for families during the current school year showed a 96% favorable rating, which was down by 1 percent from the previous year. Despite the slight decrease across the staff and student educational partners stakeholder groups in the 2022-23 academic year, the results for families are actually higher than the MPS average for the educational partner groups and demonstrates that MSA2 continues to experience success in this topic. The decrease across student and family educational partners in this topic during the current academic year is attributed to the increased challenges that MSA2 continued to face in returning to in-person learning following during the Covid-19 pandemic. Also, despite the slight decrease for families in this area, the high rate of 96% for families indicates that this area is still considered a success for MSA2.

Also, this decrease in student rates this year for Knowledge and Fairness of Discipline, Rules and Norms may be impacted by the fact that during the last school year, students were willing to view discipline in a favorable light due to their excitement from being able to spend the majority of their time in school away from home and Zoom, and were more excited to go to the school site to be able to interact with their peers, but this year, students have acclimated to the norm and gotten over the “honeymoon phase” of returning back to in-person learning. During the current school year, MSA2 also continued to offer interventions and support including Saturday School, PBIS weekly house competitions, in-person counseling sessions, in-person support for college applications, after school tutoring and clubs, and support via online and in-person resources.

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Despite the slight decreases across the student educational partner group for the topic of Safety in the 2022-23 academic year, the results for students and families are actually higher than the MPS average for these educational partner groups and demonstrates that MSA2 continues to experience success in this topic. The decrease across the student educational partners survey in this topic during the current academic year is also attributed to the increased challenges that students faced in continuing to return to in-person learning following during the Covid-19 pandemic. In particular, during distance learning, students last year may not have dealt with the same degree of issues related to school safety when they first returned from distance learning last year during the “honeymoon” period where some students may have been better able to exert self control related to safety due to their excitement to be able to interact with peers last year, and that excitement phase may have decreased back to the levels prior to students’ isolation from each other. In addition, students were not able to interact with other students during the distance learning from the isolation in their homes, so the adjustment which students needed to experience when returning to in-person has led to a second year of increased behavioral issues at school during the transition period. However, MSA2 has continued to respond to this challenge during the 2021-22 academic year by maintaining the new staff which were hired during the prior school year, including 1 additional SPED teacher, 3 additional SPED paraprofessionals, 3 additional administrative assistants in the students services department, 1 additional administrative assistant to support the academic department, and 1 additional full time security guard to provide additional supervision and support.

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particular, MSA2 plans to help elevate these areas during the upcoming school year by increasing opportunities for students and staff to lead more assemblies, celebrations, and social events which are led by students and staff members.

Free Response - Strengths:

Based upon the free responses to this question, the below strengths are visible in the student survey for MSA2 during the 2022-23 academic year:

- Teachers (kind, care, motivate)
- Friends
- Small School (community, size, safe)
- Pizza (PBIS - House Competition)

Based upon the free responses to this question, the below strengths are visible in the family survey for MSA2 during the 2022-23 academic year:

- Focus on student needs
- Quality education/Academics
- Small school/community
- Teachers/Staff

Based upon the free responses to this question, the below strengths are visible in the staff survey for MSA2 during the 2022-23- academic year:

- Small and family like environment
- Supportive staff and admin

Based upon the free responses to this question, the below strengths are visible as patterns across all educational partner groups, including students, families and staff for MSA2 during the 2022-23 academic year:

- Staff and Admin, are friendly, dedicated, humble, and supportive
- Providing positive and friendly, caring environment for the students and staff
- CIF Sports, Before School Programs, College Classes, school activities
- Family oriented, involvement,
- The Unity and expectations of the school

Free Response - Areas of Growth:

Based upon the free responses to this question, the below areas of growth are visible in the student survey for MSA2 during the 2022-23 academic year:

- WiFi (slow)
- Dress Code
- Food
- Disrespectful Students (mean, teachers do nothing, bullying)
- Restrooms (old, dirty)
- Teachers and Staff (unfair)

Based upon the free responses to this question, the below areas of growth are visible in the families survey for MSA2 during the 2022-23 academic year:

- Facilities/Resources (lack of)
- Discipline
- Parking
- Lack of supervision

Based upon the free responses to this question, the below areas of growth are visible in the staff survey for MSA2 during the 2022-23 academic year:

- Facility; small space
- Schools rules are not strongly enforced which leads to violation; dress code not being followed properly
- Students are struggling due to inconsistency of staff attendance

Based upon the free responses to this question, the below areas of growth are visible as patterns across all educational partner groups, including students, families and staff for MSA2 during the 2022-23 academic year:

- Small space, lack of access to necessary facilities to improve quality of sport
- Staff attendance
- Lack of availability of better food options
- Wi-fi issues
- Follow-up on having clear consequences for disruptive students

Suggestions from Stakeholders:

Based upon the free responses to this question, the below are suggestions which are visible in the student survey for MSA2 during the 2022-

23 academic year:

- Teachers (respectful, understanding, nice)
- Food
- Wi-Fi
- Dress Code
- Student Behavior (detention, disrespect, bullying)
- AP Courses
- Sports/Clubs (gym)

Based upon the free responses to this question, the below are suggestions which are visible in the families survey for MSA2 during the 2022-23 academic year:

- Improvement to facilities/infrastructure
- Additional security/supervision
- More communication (parent involvement)

Based upon the free responses to this question, the below are suggestions which are visible in the staff survey for MSA2 during the 2022-23 academic year:

- Bigger campus; gym, computer labs, more restrooms
- More enforced rules for student discipline; more consequences
- Better communication of events/programs/sport. The school has so many amazing events that don't get the spotlight such as sports, music, classroom projects
- Staff members being present to demonstrate good work ethics

Based upon the free responses to this question, the below suggestions are visible as patterns across all educational partner groups, including students, families and staff for MSA2 during the 2022-23 academic year:

- Improvement to facilities/infrastructure
- Additional security/supervision
- More communication (parent involvement)
- Bigger campus; gym, computer labs, more restrooms
- More enforced rules for student discipline; more consequences
- Better communication of events/programs/sport. The school has so many amazing events that don't get the spotlight such as sports, music, classroom projects

Next Steps:

- Increase school-wide fun activities to build better relationships among students and keep them motivated.
- Work on getting better with communication between staff, students and families. (CSC Implementation Grant: Left Brain Institute Certification - LA Institute for Restorative Practices)
- Multiple action plans developed by the team will be shared with the teachers and parents; from the teachers and parents feedback, each of the action plans will be weighed based upon the benefits and drawbacks of each action plan proposal for the 2023-2024 scholastic year, before it begins.
- Work with IT to see if we could put more hotspots into the classrooms since we will be moving out of the campus soon.
- Expand sports programs to include increased number of competitions per season, as well as increased access to sports facilities to practice and compete
- Offer more advanced math/science classes, start implementing better opportunities for GATE students (honors Eng and better electives)
- More enforced rules for student discipline; more consequences, increase incentives for positive behavior
- By July 2024, MSA 2 will acquire a new facility. This will be accomplished through weekly meetings with facility team will continue to take place in order to search for a new location to purchase for MSA2
- Additional school spirit opportunities will be provided to students to continue improving school culture and climate (maybe student taskforce to create a monthly calendar?)
- Monthly stakeholder survey to rate the past month's activities
- Maintain or increase student satisfaction for 80 % of the months
- Continue to increase collaboration between teachers within science and math departments to increased kinesthetic and tactile experiments supporting student learning
- Survey students regarding the number of activities they have done in their math and science classes - experiment based and kinesthetic.
- Improved or at least maintained activity rates - monthly
- School Wellness Committee to provide PD to staff at least once per month to increase kinesthetic activities in the classroom
- Teachers share their kinesthetic activities done in the classroom - report once per month
- Continue to build a nurturing environment with friendly, dedicated approachable and supportive staff by having ongoing professional development related to SEL support of students
- Monthly PD to build capacity of staff - trauma sensitive practices, classroom management strategies, and SEL
- Survey students monthly related to how the students perceive teachers interactive with them in terms of positive affirmations and support, kindness, and patience. Increase or maintain rates (Panorama has check-in feature - check with Jason regarding this feature)
- Increase school-wide fun activities to build better relationships among students and keep them motivated by holding at least 1 school-wide fun activity per month.

SELPA Feedback:

Our SELPA recommended that we continue to use the LCAP to monitor the progress of our students with IEPs and 504s through our use of programs and services as well as through continuing to monitor the data involving these students and to make any adjustments to programs and services necessary to ensure the increased success of these students.

Parent Advisory Committee (PAC)/Parents, Parent Task Force (PTF) and ELAC:

MSA2 feedback from our parents through our PAC, as well as through multiple stakeholder groups involved with our PTF and ELAC supported the idea that we expand services offered during our Saturday School program, as well as expand our summer school, Spring Break, Thanksgiving Break, and Winter Break services to support student learning to support English Learners, students with IEPs and 504s, socioeconomically disadvantaged students, students in need of social-emotional and mental health support, as well as general education students from all demographic backgrounds.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

- Continuing to employee additional security staff member
- Continuing to employee additional SPED teacher
- Continuing to employee additional SPED and EL paraprofessionals
- Continuing to employee additional custodial worker
- Continuing to employee additional discipline coordinators / administrative assistants
- Continuing to employee additional academic administrative assistant
- Continuing to employee social worker shared position
- Continuing improvements in designated/integrated English Learner services
- Continuing to employee Community Schools Coordinator (CSC)
- Expanding the type of after school, Saturday school, and summer school opportunities
- Expanding the provision of counseling and behavior support services to our students
- Continue using TeachBoost for teacher evaluations
- Expanding support to improve college preparedness by offering a college planning, dual enrollment with local colleges, and career exploration program for students early on, continue using Naviance to maintain the effectiveness of the “Advisory” programs, offering special programs to prepare students for the standardized tests, and preparing students to take more AP and/or college courses
- Continue investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Continue to improve school facilities and the lunch program

- Continuing to improve the expansion of sports and arts programs to support our students

MSA2 engaged its educational partners related to the ATSI on the following dates/meetings: 4/21/23 (Parent Advisory Committee) and 5/19/23 (Parent Advisory Committee)

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 2		2023-24: 0
Percentage of students without access to their own copies of standards-	2020-21: 0%	2021-22: 0%	2022-23: 0%		2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)					
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 0		2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 96.0%	2021-22: (Spring 2021 to Fall 2021) 88%	2022-23: (Fall 2021 to Fall 2022) 82% This metric has been updated to measure from fall to fall.		2023-24: (Fall 2022 to Fall 2023) 90.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 98.0%	2021-22: (As of 5/12/22) 94.2%	2022-23: (As of 5/15/23) 93.3%		2023-24: 96.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials	\$25,878.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p> <p>The following was spent on staff retention bonuses which were not initially in the budgeted amount for this goal / action:</p> <ul style="list-style-type: none"> • Other Certificate Salaries: Resource: ESSER III; Amount: \$184,500 		
1.2	Instructional materials and technology	Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will	\$456,919.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p> <p>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Equipment (Pre-Cap): Resource: Title IV, Part A ESEA (ESSA); Amount: \$8,985 • Technology: Resource: Title IV, Part A ESEA (ESSA); Amount: \$909 		
1.3	Clean and safe facilities that support learning	<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts</p>	\$742,440.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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>		
1.4	Healthy and nutritious meals	<p>Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$19,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Well-orchestrated Home Office support services	<p>The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.</p> <p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&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>	\$1,198,785.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 1, Action 1: Teacher assignments and credentials

MSA2 commenced the current academic year with the resignation of one full time teacher in the math department. Further, MSA2 had several other vacancies open up, including two English teacher resignations in the fall semester, as well as a science and a history teacher resignation during the spring semester. In addition, MSA2 had an EL Coordinator / Title I English position and math intervention position vacancy and a math interventionist position due to these duties being completed by existing English and math teachers during their prep periods, before school, and after school. 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 two of the English teacher positions and one math teacher position in the fall. However, MSA2 was not able to fill the science and the history teacher positions during the spring, nor the EL Coordinator / English intervention position as well as the math intervention position vacancies by the end of the school year. Further, MSA2 is committed

to collaboration between our HR department and credential specialist to enable the efficient progress and timely development of our employees related to their respective programs and certifications as well as providing them with the required support needed to earn their credentials.

Goal 1, Action 2: Instructional materials and technology

The entirety of MSA2's mandatory as well as essential textbooks during the 2022-23 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 1, Action 3: Clean and safe facilities that support learning

The fiscal resources budgeted in this category have been utilized to provide the programs and services which aligned with the expenses initially in MSA2's plan. MSA2'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 post-pandemic period of time in partnership with our health and safety committee. Beyond the aforementioned expenses, the funds included in this line item are utilized to sustain projects involved in the upkeep and repair of the facility on campus, including ongoing servicing of the school's HVAC systems, restrooms, exterior walls, floors, and more. MSA2 had initially budgeted to perform a repair of the school's drinking fountains with this fund, but instead, the school is utilizing water dispensing machines in the classrooms with a water distribution service.

Goal 1, Action 4: Healthy and nutritious meals

MSA2 has utilized fiscal resources related to this action and goal in order to continue to provide essential drinking water to students and staff on campus during the post pandemic via an outside distribution company. In particular, these funds have continued to support the preservation of last school year's expansion of 5-gallon water dispenser devices being provided in each classroom as well as office on campus in order to create a safe system at MSA2's for access to water since the drinking fountains and vending machines were closed during the pandemic, and student as well as staff during the 2022-23 academic year have continued to face heightened health outcomes. 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.

Action 5: Well-orchestrated Home Office support services

MSA2 utilizes fiscal resources within this area to cover fees associated with our Home Office related to the provision of services and resources to the school site. Further, these fiscal resources are utilized from MSA2 to cover additional necessary support services by means of the fees paid to LACOE in conjunction with MSA2's authorization, fees to cover the performance of financial audits, fees to cover expenses from MSA2's legal firm partner and other expenses. Moreover, MSA2 utilizes this fiscal resource to purchase necessary software which is necessary to run the school system, including Adaptive Insights which provides budgetary tools for the school. In exchange for the fees paid by MSA2 to our home office, MSA2 receives services in the form of monthly professional development sessions for all school administration, as well as office management, in addition, to support with compliance related to special education, student services, academic programs, facilities, operations, human resources, and finance. Beyond these services, MSA2 receives support from the home office in the form of organizing training programs across the Magnolia organization for teachers, office staff, paraprofessionals, and administration to attend to collaborate.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1

Budgeted \$25,878.00

Actual \$25,878.00

Goal 1 Action 2

Budgeted \$456,919.00

Actual \$465,651.89

Goal 1 Action 3

Budgeted \$742,440.00

Actual \$719,627.68

Goal 1 Action 4

Budgeted \$19,000.00

Actual \$39,000.00

Goal 1 Action 5

Budgeted \$1,198,785.00

Actual \$1,370,360.70

Goal 1, Action 1: Teacher assignments and credentials

This fiscal resource additionally aligns with the function of providing fees related to: teacher credentialing expenses, recruitment expenses

(sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The budgeted amount for Goal 1, Action 1 is \$25,878 for the 2022-23 academic year and MSA2 has estimated actual expenditures of \$25,878 in this area by the end of the Spring 2023 semester.

Goal 1, Action 2: Instructional materials and technology

Included within Goal 1, Action 2 are the entirety of MSA2's mandatory as well as essential textbooks during the 2022-23 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.

During the 2022-23 academic year, MSA2 utilized funds under Goal 1, Action 2 to pay for expenditures including textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian), phone/internet, and depreciation.

The following expenditures will be funded by federal Title funds:

- Equipment (Pre-Cap): Resource: Title IV, Part A ESEA (ESSA); Amount: \$8,985
- Technology: Resource: Title IV, Part A ESEA (ESSA); Amount: \$909

Specifically, 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 2022-23 school year. Further, MSA2 purchased additional Viewsonics for our school classrooms this year to provide greater support so that now, every MSA2 classroom has this additional educational learning resource. MSA2 spent \$465,651.89 of our school's budgeted amount \$456,919.00 during the 2022-23 school year, and the additional \$8,732.89 which was spent over the budgeted amount was used to help provide needed educational resources to students in classes which had such a need.

Goal 1, Action 3: Clean and safe facilities that support learning

The fiscal resources budgeted in this category have been utilized to provide the programs and services which aligned with the expenses initially in MSA2's plan. MSA2'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 post-pandemic period of time in partnership with our health and safety committee. Beyond the aforementioned expenses, the funds included in this line item are utilized to sustain projects involved in the upkeep and repair of the facility on campus, including ongoing servicing of the school's HVAC systems, restrooms, exterior walls, floors, and more. MSA2 had initially budgeted to perform a repair of the school's drinking fountains with this fund, but instead, the school is utilizing water dispensing machines in the classrooms with a water distribution service. The budgeted amount of \$742,440 was not fully spent and instead the \$719,627.68 was spent due to the savings from

not completing the drinking fountain renovation project with LAUSD, leaving a surplus of savings of \$22,812.32 from this category.

MSA2 continued to hire for the second consecutive year a 2nd full-time security guard through an outside subcontracted vendor to provide a safe environment during the 2022-23 academic year. As was also added to the school employee during the Covid-19 pandemic, MSA2 further kept the augmentation of our provision of custodian workers servicing the school site as well as the necessary supplies required to maintain a safe and clean campus due to the continued increase in physical illnesses being experienced by our students and staff during the 2022-23 academic year. Beyond MSA2's 2 regular staff members who work as full-time custodial workers, the school has maintained the additional full-time employee to continue to support the nighttime routine of disinfecting the campus.

Action 4: Healthy and nutritious meals

MSA2 has utilized fiscal resources related to this action and goal in order to continue to provide essential drinking water to students and staff on campus during the post pandemic via an outside distribution company. In particular, these funds have continued to support the preservation of last school year's expansion of 5-gallon water dispenser devices being provided in each classroom as well as office on campus in order to create a safe system at MSA2's for access to water since the drinking fountains and vending machines were closed during the pandemic, and student as well as staff during the 2022-23 academic year have continued to face heightened health outcomes.

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. The actual expenses of \$39,000 in this category were in excess of the budgeted amount of \$19,000 by a total of \$20,000. This surplus of \$20,000 was paid by the surplus of \$22,812.32 from Goal 1, Action 3.

Action 5: Well-orchestrated Home Office support services

MSA2 utilizes fiscal resources within this area to cover fees associated with our Home Office related to the provision of services and resources to the school site. Further, these fiscal resources are utilized from MSA2 to cover additional necessary support services by means of the fees paid to LACOE in conjunction with MSA2's authorization, fees to cover the performance of financial audits, fees to cover expenses from MSA2's legal firm partner and other expenses. Moreover, MSA2 utilizes this fiscal resource to purchase necessary software which is necessary to run the school system, including Adaptive Insights which provides budgetary tools for the school.

In exchange for the fees paid by MSA2 to our home office, MSA2 receives services in the form of monthly professional development sessions for all school administration, as well as office management, in addition, to support with compliance related to special education, student services, academic programs, facilities, operations, human resources, and finance. Beyond these services, MSA2 receives support from the home office in the form of organizing training programs across the Magnolia organization for teachers, office staff, paraprofessionals, and administration to attend to collaborate. The actual expenses in this category of \$1,370,360.70 were higher than the budgeted amount of \$1,198,785.00 by a total amount of \$171,575.70, including due to additional legal expenses which were required to be paid during the process of MSA2 purchasing 4.3 acres of land during the spring 2023 in an effort to develop a private school facility for MSA2

in the future.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 1, Action 1: Teacher assignments and credentials

At the time of this report, MSA2 anticipates retaining all employees with the exception of 2 for the upcoming school year. This is considered a success with regard to this goal, especially since it was able to be met without the utilization of retention bonuses being made available to help meet this goal.

Goal 1, Action 2: Instructional materials and technology

MSA2 has utilized more fiscal resources in this category than the amount initially budgeted, which has supported student learning during the second year after the return to in-person learning following the Covid-19 pandemic. In particular, due to increased crowded spaces in student homes during the pandemic with the increased cost of living and more families sharing living quarters, increased wear and tear as well as damage to electronic devices took place during the current school year, which has led to the need to spend more funds in this area than initially planned. Nonetheless, these technological resources have helped support students access to online educational resources and textbooks at their homes which have supported Lexile growth, increases in math and reading as measured on the Spring 2023 NWEA MAP end of year assessments which justifies the increased expenditures related to technology for MSA2.

Goal 1, Action 3: Clean and safe facilities that support learning

Despite MSA2 utilizing less fiscal resources in this category than the amount initially budgeted, MSA2 has still been able to continue to hire a 3rd full-time custodial worker, purchase additional needed disinfectant supplies, and continue to hire a 2nd full-time security guard at MSA2. This has been effective in reducing the prevalence of student and staff illnesses as well as absenteeism during the post-pandemic period of time in the 2022-23 academic year as well as in avoiding an outbreak which could have led to increased cases and the need to close the school down to manage such an outcome, should the pandemic have come back to the community. In addition, the additional security staff has helped lead to increased safety on campus, as demonstrated in the annual Panorama Educational Survey, as well as the retention of students at MSA2 with a growth of enrollment each year over the past 4 years.

Goal 1, Action 4: Healthy and nutritious meals

Increased fiscal resources in this category have been effective at providing healthy meals to students during after school activities including the college courses which help lead to increased student participation and success in such academic programs.

Goal 1, Action 5: Well-orchestrated Home Office support services

The increased fiscal resources paid to home office this year for support beyond the budgeted amount has been effective in receiving increased support for our SPED department, Academic programs, PACE community outreach, support for Community School Coordinator services, legal services, facilities department, accountability and human resources during the post-pandemic period of time which has needed additional support to manage during the 2022-23 academic year. With MSA2's growing enrollment over the past 4 years, we are able to have a larger budget to support the increased services and fees associated with home office services which have helped lead to increased services and outcomes for students as evidence by the student growth on the end of year NWEA MAP assessments in math and English during the Spring 2023 semester. Moreover, MSA2 has also needed to have additional legal services during the 2022-23 academic year related to the process of purchasing 4.3 acres of land in an effort to construct a private school site in the future, and such legal services were worth the increased expense in this category.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 1, Action 1: Teacher assignments and credentials

MSA2 will continue to collaborate with our credential specialist in our HR department along with our Dean of Academics to ensure that teacher credential issues are addressed and progress is made in this area related to new challenges that may arise during the upcoming school year.

Goal 1, Action 2: Instructional materials and technology

MSA2 will continue to meet with our IT Manager and home office IT Director to ensure that the most effective technological resources are provided to students to support their learning throughout the school year.

Goal 1, Action 3: Clean and safe facilities that support learning

Further, MSA2 will continue to collaborate with the Director of Student Services, Parent Advisory Committee (PAC), and Student Leadership to seek ways to improve the safety and cleanliness of MSA2 during the upcoming school year.

Goal 1, Action 4: Healthy and nutritious meals

Moreover, MSA2 will continue to collaborate with our school educational partners to ensure that healthy meals and snacks continue to be provided to students who take advantage of educational programs and opportunities which meet outside of regular school time so they can continue to receive the benefit from these opportunities, including enrolling in college courses.

Goal 1, Action 5: Well-orchestrated Home Office support services

Finally, MSA2 will continue to partner with our home office and allocate necessary fiscal quantities needed to seek resources, professional development opportunities and support which can enhance the quality of educational programs and services provided to students at MSA2.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest	2020-21: 95%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%		2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Source: Local Indicator Priority 7, SIS)					
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%		2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%		2023-24: 100%
Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	2020-21: (As of 5/7/21) 91%	2021-22: (As of 6/13/22) 90%	2022-23: (As of 5/12/23) 43%		2023-24: 100%
Percentage of students who have	2020-21: (First semester)	2021-22: (First semester)	2022-23: (First semester)		2023-24: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
received a grade of “C” or better (or performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)	73%	82%	86%		
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 48.5	2021-22: (As of 5/13/22) 92.3	This metric will be retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric is based on myON reading assessments. Baseline will be established in 2023-24.		2023-24: 60.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 41.81% English Learners: 7.69% Socioeconomically Disadvantaged: 38.19% Students with Disabilities: 15.56% 	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	2021-22: <ul style="list-style-type: none"> All Students: 35.88% English Learners: 6.00% Socioeconomically Disadvantaged: 35.13% Students with Disabilities: 16.07% 		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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • Hispanic: 38.49% • White: 58.82% 	<p>(IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> • All Students: 40.48% • English Learners: 4.26% • Students with Disabilities: 21.82% • Hispanic: 38.83% • White: 63.64% <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> • All Students: 41.71% 	<ul style="list-style-type: none"> • Asian: XX.XX% • Hispanic: XX.XX% • White: XX.XX% <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 2022-23 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> • All Students: XX.XX% • English Learners: XX.XX% • Students with Disabilities: XX.XX% 		<ul style="list-style-type: none"> • Hispanic: 43.00% • White: 60.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<ul style="list-style-type: none"> • Hispanic: XX.XX% • White: XX.XX% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> • All Students: 46.63% 		
<p>Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</p>	<p>2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> • All Students: 16.6 points below standard • English Learners: 62.1 points below standard • Socioeconomically Disadvantaged: 22.0 points below standard • Students with Disabilities: 79.9 points below standard • Hispanic: 24.9 points 	<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 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p>	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> • All Students: 35.0 points below standard • English Learners: 89.4 points below standard • Socioeconomically Disadvantaged: 36.6 points below standard • Students with Disabilities: 89.4 points below standard • Asian: XX.X points above standard 		<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> • All Students: 10.0 points below standard • English Learners: 55.0 points below standard • Socioeconomically Disadvantaged: 16.0 points below standard • Students with Disabilities: 72.0 points below standard • Hispanic: 18.0 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	below standard <ul style="list-style-type: none"> White: 26.2 points above standard 	<ul style="list-style-type: none"> All Students: 67.3% English Learners: 69.6% Students with Disabilities: 67.6% Hispanic: 66.1% White: 88.2% 	<ul style="list-style-type: none"> Hispanic: 39.4 points below standard White: 16.4 points above standard 		below standard <ul style="list-style-type: none"> White: 28.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2020-21: <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% 	Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 67.3% English Learners: 69.6% Students with Disabilities: 67.6% Hispanic: 66.1% White: 88.2% 	Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: XX.X% English Learners: XX.X% Students with Disabilities: XX.X% Hispanic: XX.X% White: XX.X% 		2023-24: <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%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics	2018-19: <ul style="list-style-type: none"> All Students: 27.87% 	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21	2021-22: <ul style="list-style-type: none"> All Students: 21.76% 		2022-23: <ul style="list-style-type: none"> All Students: 34.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assessments (Source: CDE DataQuest)	<ul style="list-style-type: none"> English Learners: 5.13% Socioeconomically Disadvantaged: 24.80% Students with Disabilities: 15.55% Hispanic: 23.41% White: 64.71% 	<p>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-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> All Students: 16.62% English Learners: 2.13% Students with Disabilities: 7.27% Hispanic: 14.52% White: 45.54% 	<ul style="list-style-type: none"> English Learners: 6.00% Socioeconomically Disadvantaged: 20.79% Students with Disabilities: 12.50% Asian: XX.XX% Hispanic: XX.XX% White: XX.XX% <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 2022-23 CAASPP-Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics -</p>		<ul style="list-style-type: none"> English Learners: 15.00% Socioeconomically Disadvantaged: 34.00% Students with Disabilities: 25.00% Hispanic: 34.00% White: 67.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		IAB Math Level 3 and 4 Projection (5/13/22): <ul style="list-style-type: none"> All Students: 54.57% 	Proficiency Projection for 2022-23 SBAC: <ul style="list-style-type: none"> All Students: XX.XX% English Learners: XX.XX% Students with Disabilities: XX.XX% Hispanic: XX.XX% White: XX.XX% IAB ELA Level 3 and 4 Projection (5/12/23): <ul style="list-style-type: none"> All Students: 47.22% 		
Distance from Standard (DFS) on the CAASPP-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: 60.8 points below standard English Learners: 96.8 points below standard Socioeconomically Disadvantaged: 65.6 	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	2021-22: (2022 Dashboard) <ul style="list-style-type: none"> All Students: 77.9 points below standard English Learners: 119.6 points below standard Socioeconomically Disadvantaged: 80.1 		2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 54.0 points below standard English Learners: 86.0 points below standard Socioeconomically Disadvantaged: 58.0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>points below standard</p> <ul style="list-style-type: none"> Students with Disabilities: 119.6 points below standard Hispanic: 71.9 points below standard White: 21.8 points above standard 	<p>percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 68.4% English Learners: 66.0% Students with Disabilities: 68.1% Hispanic: 67.4% White: 64.7% 	<p>points below standard</p> <ul style="list-style-type: none"> Students with Disabilities: 107.9 points below standard Asian: XX.X points above standard Hispanic: 83.6 points below standard White: 23.6 points below standard 		<p>points below standard</p> <ul style="list-style-type: none"> Students with Disabilities: 100.0 points below standard Hispanic: 64.0 points below standard White: 23.0 points above standard
<p>Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</p>	<p>2020-21:</p> <ul style="list-style-type: none"> All Students: 67.4% English Learners: 63.6% Socioeconomically Disadvantaged: 68.3% 	<p>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 68.4% English Learners: 66.0% 	<p>Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: XX.X% English Learners: XX.X% 		<p>2023-24:</p> <ul style="list-style-type: none"> All Students: 70.0% English Learners: 65.0% Socioeconomically Disadvantaged: 70.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Students with Disabilities: 57.9% Asian: 70.8% Hispanic: 66.7% White: 87.5% 	<ul style="list-style-type: none"> Students with Disabilities: 68.1% Hispanic: 67.4% White: 64.7% 	<ul style="list-style-type: none"> Students with Disabilities: XX.X% Hispanic: XX.X% White: XX.X% 		<ul style="list-style-type: none"> Students with Disabilities: 60.0% Asian: 70.0% Hispanic: 70.0% White: 80.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: (2019 Dashboard) 71.4%	2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. 2022 ELPAC Percentage of Students at Each Performance Level: <ul style="list-style-type: none"> Level 4: 15.76% Level 3: 40.78% Level 2: 27.63% Level 1: 15.76% 	2021-22: (2022 Dashboard) 54.9%		2022-23: (2023 Dashboard) 73.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 14.0%	2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the	2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the		2023-24: 15.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 20.0%	Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 15.79%		
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.	2021-22: <ul style="list-style-type: none"> All Students: 16.76% English Learners: 0.00% Socioeconomically Disadvantaged: 16.98% Students with Disabilities: 3.45% Hispanic: XX.XX% 		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

Action #	Title	Description	Total Funds	Contributing
2.1	Broad course of study and standards-based curriculum	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its	\$2,092,884.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Teacher salary and benefits: Resource: Title I; Amount: \$143,956.39 		
2.2	Professional development for high-quality instruction	<p>Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with</p>	\$67,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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 - other expenses: Resource: Title II; Amount: \$23,000 		
2.3	MTSS - Academic enrichment, intervention, and student support	<p>Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>MSA2 used the following evidence-based intervention strategies as</p>	\$746,852.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>part of the action plan related to the ATSI for students with disabilities as it pertains to math and ELA performance on state tests and chronic absenteeism: _____.</p> <p>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Accelerated Reader, Lexercise, ST Math, Standards Plus, Quizizz, Padlet, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, Listenwise, Grammarly, Cambium Learning, ABC Mouse, Learning A-Z, Cityspan, Flocabulary, Alexandria Library, Nearpod, Newsela, and myON.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Intervention Teacher salary and benefits: Resource: Title I, Part A; Amount: \$64,098.55 • Instructional Aide salary and benefits: Resource: Title I, Part A; Amount: \$2,100 • Clerical and Tech: Resource: Title I; Amount: \$3,000 • Educational Software: Resource: Title IV, Part A ESEA (ESSA); Amount: \$3,000 • Educational Software: Resource: Title I; Amount: \$17,530 • Professional Services: Resource: Title I; Amount: \$4,500 		
2.4	Designated and integrated ELD programs	Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in	\$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Professional Services: Resource: Title I, ; Amount: \$1,000 		
2.5	Support for students with disabilities	Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning	\$956,318.00	No

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

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 2.1: Broad course of study and standards-based curriculum

During the 2022-23 academic year, MSA2 has faced a tremendous degree of obstacles related to the second school year following the return to in-person school after the Covid-19 pandemic and its continued impact on the programs, services and resources available to the school. In particular, this year has been impacted by teacher turnover in several classes which have required the utilization of increased quantities of substitute teachers to cover. This process has had an impact on the fiscal resources required to pay substitute company vendors, although the funding which was initially allocated for teacher salaries and benefits led to savings during the months where vacancies took place.

Further, as a result of the health and safety protocols which were still mandated to MSA2 during the post-pandemic and a large portion of the 2022-23 academic year, 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. Further, MSA2 staff experienced high degrees of physical and mental health related illnesses during the 2022-23 academic year which has impacted this goal and action.

MSA2 utilizes numerous systems, programs, and services to effectively achieve the objective in Goal 2, Action 1 of providing a broad course of study and standards-based curriculum. In particular, MSA2 creates a master schedule each semester which it uses to align the courses being offered to students within each semester with the instructors responsible for teaching the students subdivided by separate class periods. This master schedule ensures that students are each enrolled in courses of study which enable them to meet culmination and graduation requirements. In addition, MSA2 provides textbooks to all students through online accessible curriculum which are aligned to the content standards as well as through physical textbooks via McGraw Hill, which provides access to core academic classes including English (StudySync), math (ALEKS), history, and science.

Beyond these resources, MSA2 incorporates a plethora of online supplemental resources to support instructional and student learning, including: myON, which provides support to build lexile reading levels and is utilized in ELA, ELD as well as through cross-curricular support; iXL to address learning loss in math and ELA; Flocabulary to provide differentiated support in all subject areas; Gizmo and Generation Genius to support students in science; Quill which provides writing skills structured support in ELD courses; and BoardWorks which provides teachers with content-standards embedded presentation platform access.

MSA2 also takes proactive steps to support students in their college and career readiness. Specifically, students at MSA2 are invited to take advanced pathways in math beginning in 7th grade, as well as advanced college level courses through Pierce College, LA Valley College and Mission College, including in Sociology, Anthropology, Cinema, Art, History, and English. Moreover, MSA2 offers AP courses to students in Spanish, Calculus. Further, MSA2 provides additional support to students who are ready for higher level academic pursuits through Stanford University's Precollegiate Academy. MSA2 students participate in additional elective courses, including computer, graphic design, journalism, theatre and music as well as have opportunities to participate in STEAM-based extra-curricular programs including VEX EDR Robotics, VEX IQ Robotics, RAD Drones and AMP.

Goal 2.2: Professional development for high-quality instruction

MSA2 utilizes fiscal resources from this category to provide opportunities for professional development to the school teachers, administrators and staff as well as the associated payment required to retain the TeachBoost system as a means to evaluating teachers and staff within the school setting. MSA2 also continues to employ teachers, administrators, and other staff who receiving tuition reimbursement support which they are able to connect with their credentialing programs as well as higher education pathways. Amongst the needs of MSA2 employees, some individuals are receiving support to obtain their induction programs while others are receiving their EdD in Educational Leadership as well as Masters Degrees in the areas related to their professional growth goals. Since current spring programs are still underway, the reimbursement process is not yet complete for these individuals and the funds in this category will continue to be spent until the end of the semester.

MSA2 furnishes pupils with a broad array of courses which also encompass the traditional core classes of mathematics, social sciences, science and English, in addition to elective offerings. Moreover, MSA2 furnishes the additional selection of services as well as academic programs which are included within our school's charter petition, particular provisions and interventions that align with the individual needs and areas of curiosity encompassed by our school's student population. Beyond these steps, MSA2 also designs our specific master schedule to meet the demands and requirements related to our students' future academic and professional goals.

Further, MSA2 takes proactive steps to ensure that every student has access to courses across each of the school's academic areas which is equitably distributed across pupil groups. Each student at MSA2 participates in a rigorous, relevant, and coherent curriculum which is aligned to the common core state standards which simultaneously augments the achievement as measured by the schoolwide learner outcomes, content standards, as well as the measures associated with students' preparation to be successful in future professional and collegiate outcomes.

Furthermore, MSA2 continues to provide the sufficient quantity and quality of professional staff members required to effectively implement the organization's master schedule. In order to meet this goal, MSA2 continues to develop additional responsibilities and duties which are appropriately delegated to teachers and administrators alike which enable the school to provide competitive salaries and benefits necessary to retain such talented educators. As we have historically provided financial support to our new teachers to clear their credentials through BTSA programs, we will proceed in fulfilling these supports this year as well. MSA2 is vigilant in providing support to our teachers and staff by means of providing opportunities to participate in professional development programs in partnership with LACOE as it pertains to PBIS, STEAM, SEL, MTSS, EL support, and other areas related to effective classroom instruction.

Our college counselor and teachers of college level Advanced Placement courses will also continue to receive annual professional development training which are provided by the school in order to prepare them to be successful in delivering quality instruction to our advanced students at MSA2. Another time which is sacred for MSA2 to hold professional development takes place during our weekly full staff collaboration time each Wednesday during our minimum dismissal schedule. Finally, we are supportive of our paraprofessional and administrative assistant staff members in their pursuit of higher educational goals by means of offering tuition reimbursement to these individuals.

Goal 2.3: MTSS - Academic enrichment, intervention, and student support

MSA2 has implemented MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. MSA2 has synthesized CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions have been utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels.

MSA2 has provided additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, SDAIE strategies and CHATS framework integration and utilization, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Learning Lab classes, designated ELD courses, Study Skills, additional support during home room, before and after school tutoring, Saturday classes, small group instruction and interventions, and summer programs. SSPT, 504, and other support meetings have been coordinated among teachers and support roles (resource teachers, EL coordinator, Title-1 Team, MTSS Academic Committee chairs, etc.).

MSA2 has also provided support of bilingual paraprofessionals to ensure that EL students have sufficient support necessary to access the

instructional program. MSA2 has included online educational supplemental resources which include BrainPOP, myON, Flocabulary, Aleks, Gizmo.

- MSA2 has also provided the additional supports: MSA2 has an advanced math class for all eligible students to take where they are 1 grade level ahead of the content standards, which 114 of our students are currently enrolled in (which is 22% of our overall student population) EL and SPED support takes place after school with the SPED teachers during their office hours and tutoring time, as well as with instructional assistants AP support time takes place after school during office hours with the instructors Early College Magnet has the support of MSA2 co-teachers who serve as additional academic support for the students to provide increased passing rates of the courses taken with LA Valley College Weekly meetings include: SPED, MTSS DL Academic Committee, Grade Level Coordinators, grade level teachers, departments, admin, PBIS Committee, ASB Student Government leadership, College Readiness Committee, Technology Committee, AP teachers, Title I math / EL 11th grade homeroom IXL preparation integration. Winter academic intervention plans as well as after school support during January to increase student passing rate from Fall 2022.

Goal 2.4: Designated and integrated ELD programs

- MSA2 has held quarterly ELAC (English Language Advisory Committee) meetings throughout the current academic year. Lesson plans include documentation of ELD standards which are aligned with core curriculum and which will be integrated into each particular activities within the instructional program each day so that all courses provide additional supports toward acquisition of English Language Development Collaboration with the central office to provide best-practice integration of the ELD Master Plan, in partnership with the MPS ELD Coordinator MSA2 has implemented MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students.
- MSA2 has synthesized CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions have been utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. MSA2 has provided additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, SDAIE strategies and CHATS framework integration and utilization, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, learning lab classes, designated ELD courses, Study Skills, additional support during Homeroom / Advisory, before and after school tutoring, Saturday classes, small group instruction and interventions, and summer programs. SSPT, 504, and other support meetings have been coordinated among teachers and support roles (resource teachers, EL coordinator, MTSS Academic Committee chairs, etc.) Support of bilingual paraprofessionals to ensure that EL students have sufficient support necessary to access the instructional program. MSA2 has included online educational supplemental resources which include Quill, myON, Flocabulary, IXL, and StudySync ELD component, as well as StoryBoard That. MSA2 utilizes paraprofessionals to support EL students during learning lab as well as homeroom courses to provide additional guidance and feedback to students

Goal 2.5: Support for students with disabilities

MSA2 utilizes the fiscal resources aligned with this action step in order to provide funding which pays for the salary and benefits of MSA2's 3 full-time SPED paraprofessionals, 1 part-time SPED paraprofessional, 4 full-time Education specialist / SPED teachers, 1 full-time school psychologist. This year, MSA2 continued to employ the new staff positions which were added during the prior school year including an additional 1 SPED teacher / education specialist, 1 additional SPED full-time paraprofessional, and 1 additional part-time SPED paraprofessional. Moreover, MSA2 has 1 part-time social worker employee who was added to the roster this year.

Further, MSA2 utilizes this action to include for the purchase of resources needed to support SPED students and teachers such as technological resources which help provide accommodations to SPED students, as well as to provide services to SPED students by means of subcontracting out this process to an outside vendor, including EdLogical. SPED students receive services which include occupational therapy, adaptive PE, speech therapy, and more. Moreover, MSA2 utilizes funds in this category to provide relevant assessments which are utilized and incorporated in the annual and triannual IEP process for SPED students, including any required technical tools which are essential to this process.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1

Budgeted: \$2,092,884.00

Actual: \$1,760,616.40

Goal 2 Action 2

Budgeted \$67,000.00

Actual \$68,500.00

Goal 2 Action 3

Budgeted \$746,852.00

Actual \$824,861.48

Goal 2 Action 4

Budgeted \$1,000.00

Actual \$1,000.00

Goal 2 Action 5

Budgeted \$956,318.00

Actual \$984,753.65

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ATSI: The budget related to the ATSI to support students with disabilities related to math and ELA performance and standardized assessments and chronic absenteeism includes the following:

Goal 2, Action 3: MTSS - Academic enrichment, intervention, and student support

- Total expenditure amount of \$824,861.48 during 2022-23 academic year

Goal 2, Action 5: Support for students with disabilities

- Total expenditure amount of \$984,753.65 during the 2022-23 academic year.

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Goal 2, Action 1: Broad course of study and standards-based curriculum

Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.

The following expenditures will be funded by federal Title funds:

- Teacher salary and benefits: Resource: Title I; Amount: \$143,956.39

MSA2 commenced the current academic year with the resignation of one full time teacher in the math department. Further, MSA2 had several other vacancies open up, including two English teacher resignations in the fall semester, as well as a science and a history teacher resignation during the spring semester. In addition, MSA2 had an EL Coordinator / Title I English position and math intervention position vacancy and a math interventionist position due to these duties being completed by existing English and math teachers during their prep periods, before school, and after school. 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 two of the English teacher positions and one math teacher position in the fall. However, MSA2 was not able to fill the science and the history teacher positions during the spring, nor the EL Coordinator / English intervention position as well as the math intervention position vacancies by the end of the school year. Further, MSA2 is committed to collaboration between our HR department and credential specialist to enable the efficient progress and timely development of our employees related to their respective programs and certifications as well as providing them with the required support needed to earn their credentials. Moreover, MSA2's social worker resigned in the spring, which left another part-time vacancy for the rest of the school year. Several of these vacancies led to a decrease in MSA2's expenses under Goal 2, Action 1 during the 2022-23 academic year.

MSA2's initial budget included categories to support the programs, services, personnel, and resources related to this action step. MSA2 budgeted \$2,092,884.00 for this category, but ended up utilizing \$1,760,616.40 of fiscal resources by the end of the 2022-23 school year in

this category, leaving a surplus of \$332,267.60 which was not spent from this category.. The reason for MSA2 spending less than the budgeted amount in this category is due to the need to continue to provide educational services to students despite numerous staff vacancies for different portions of the school year, while the expenditures for substitute teachers remained high during the school year due to increased teachers on medical leaves of absence, long-term vacancies, and additional physical illnesses experienced by staff during the school year following the pandemic.

Goal 2, Action 2: Professional development for high-quality instruction

MSA2 budgeted \$67,000 for this goal, but by the end of the 2022-23 school year utilized \$68,500 to accomplish this goal. MSA2 utilized more funds than initially budgeted in this category due to increased participation by MSA2 staff in various forms of tuition reimbursement professional development opportunities which range from classes related to teaching credential programs through EdD doctoral programs. All such programs help enhance the degree of preparation which MSA2 staff bring to the school in terms of knowledge and experience and have benefits on the overall learning taking place by MSA2 students.

As was stated before, MSA2 utilizes fiscal resources from this category to provide opportunities for professional development to the school teachers, administrators and staff as well as the associated payment required to retain the TeachBoost system as a means to evaluate teachers and staff within the school setting. MSA2 also continues to employ teachers, administrators, and other staff who receive tuition reimbursement support which they are able to connect with their credentialing programs as well as higher education pathways. Amongst the needs of MSA2 employees, some individuals are receiving support to obtain their induction programs while others are receiving their EdD in Educational Leadership as well as Masters Degrees in the areas related to their professional growth goals. Since current spring programs are still underway, the reimbursement process is not yet complete for these individuals and the funds in this category will continue to be spent until the end of the semester.

MSA2 furnishes pupils with a broad array of courses which also encompass the traditional core classes of mathematics, social sciences, science and English, in addition to elective offerings. Moreover, MSA2 furnishes the additional selection of services as well as academic programs which are included within our school's charter petition, particular provisions and interventions that align with the individual needs and areas of curiosity encompassed by our school's student population. Beyond these steps, MSA2 also designs our specific master schedule to meet the demands and requirements related to our students' future academic and professional goals. Further, MSA2 takes proactive steps to ensure that every student has access to courses across each of the school's academic areas which is equitably distributed across pupil groups. Each student at MSA2 participates in a rigorous, relevant, and coherent curriculum which is aligned to the common core state standards which simultaneously augments the achievement as measured by the schoolwide learner outcomes, content standards, as well as the measures associated with students' preparation to be successful in future professional and collegiate outcomes.

Furthermore, MSA2 continues to provide the sufficient quantity and quality of professional staff members required to effectively implement the organization's master schedule. In order to meet this goal, MSA2 continues to develop additional responsibilities and duties which are appropriately delegated to teachers and administrators alike which enable the school to provide competitive salaries and benefits necessary to retain such talented educators. As we have historically provided financial support to our new teachers to clear their credentials through BTSA programs, we will proceed in fulfilling these supports this year as well. MSA2 is vigilant in providing support to our teachers and staff

by means of providing opportunities to participate in professional development programs in partnership with LACOE as it pertains to PBIS, STEAM, SEL, MTSS, EL support, and other areas related to effective classroom instruction.

Our college counselor and teachers of college level Advanced Placement courses will also continue to receive annual professional development training which are provided by the school in order to prepare them to be successful in delivering quality instruction to our advanced students at MSA2. Another time which is sacred for MSA2 to hold professional development takes place during our weekly full staff collaboration time each Wednesday during our minimum dismissal schedule. Finally, we are supportive of our paraprofessional and administrative assistant staff members in their pursuit of higher educational goals by means of offering tuition reimbursement to these individuals.

Goal 2, Action 3: MTSS - Academic enrichment, intervention, and student support

MSA2 continued to hire the additional staff positions which were added to MSA2 during the prior school year, including a new paraprofessional to support the dually identified students who are both SPED and EL during this academic year (initially hired with additional concentration add-on grant funds). Moreover, MSA2 continued to hire the staff who were added during the prior year of the new administrative assistant in the Student Services department to support behavior interventions (initially hired with ESSER III funds), the administrative assistant new to the school during the prior year in the Academic Department to support the administration of assessments as well as to support academic achievement (initially hired with additional concentration add-on grant funds).

Further, MSA2 continued to allocate additional funds to support Saturday School to provide additional learning loss recovery. MSA2 budgeted \$746,852.00 for this goal but by the end of the school year, MSA2 had spent \$824,861.48 for this goal. Although MSA2 spend more than the budgeted amount in this category, the process of maintaining the hiring numerous additional support paraprofessional and administrative assistant staff to support the SPED, EL and general student population this year who had been initially added to the school during the pandemic has enabled MSA2 to be effective with this goal and as such, has justified utilizing more than the budgeted fiscal resources in this goal.

Further, since MSA2 is in ATSI for our SPED population with regard to English and math performance, as well as chronic absenteeism, these additional funds beyond the budgeted amount in Goal 2, Action 3 are essential to help the school's SPED students increase their math and English assessment scores on SBAC and MAP assessments, as well as decrease their chronic absenteeism rates.

Goal 2, Action 4: Designated and integrated ELD programs

During the 2022-23 academic year, MSA2 continue to employ the additional administrative assistant which was added to the school during the prior year to support the Academic department to help the administration of assessments in partnership with the Dean of Academics and Assistant Principal, including in the support of the EL students being assessed MSA2 has spent \$1,000 of the \$1,000 which were budgeted in this category by the end of the school year.

Goal 2, Action 5: Support for students with disabilities

MSA2 has experienced some adaptations to the original budgeted amount in this category due to the incorporation of additional funding sources which were able to expand resources to SPED students during the 2022-23 academic year following the pandemic. Due to the increased number of SPED students this year enrolled in MSA2 as well as an increased number of new assessments which took place leading to new IEPs for students, a 4th SPED teacher / education specialist was continued to be hired this year who was added to the school staffing during the prior year, as well as an additional part-time social worker who was hired during the 2022-23 academic year. MSA2 budgeted \$956,318.00 this year but by the end of the year ended up spending more than the budgeted amount by utilizing a total of \$984,753.65. Despite this additional expense for this category, the support of MSA2's SPED student population is a cause in need of advancing due to the need to reverse the gap between MSA2's SPED population and the general population.

Further, since MSA2 is in ATSI for our SPED population with regard to English and math performance, as well as chronic absenteeism, these additional funds beyond the budgeted amount in Goal 2, Action 5 are essential to help the school's SPED students increase their math and English assessment scores on SBAC and MAP assessments, as well as decrease their chronic absenteeism rates.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 2, Action 1: Broad course of study and standards-based curriculum

MSA2 has a tremendous amount of data over the past several school years which relates to this goal and action step. The most recent Spring 2023 end of year administration of the NWEA MAP assessment shows tremendous growth across ___ student groups in math and reading. In particular, ___% of English Language Learner (ELL) students met their subgroup growth projection in math and ___% met their subgroup growth project in reading. In addition, ___% of Free and Reduced-price Lunch eligible (FRL) students met their subgroup growth projection in math and ___% met their subgroup growth project in reading. Further, ___% of Special Education (SPED) students met their subgroup growth projection in math and ___% met their subgroup growth project in reading. Moreover, ___% of Asian students met their subgroup growth projection in math and ___% met their subgroup growth project in reading. Moreover, ___% of Hispanic students met their subgroup growth projection in math and ___% met their subgroup growth project in reading. Finally, ___% of white students met their subgroup growth projection in math and ___% met their subgroup growth project in reading.

MSA2 also incorporates relevant contemporary data sources by means of our variety of online supplemental resources which provide data related to student math, ELA, and Lexile levels across all grade levels from IXL, ALEKS, myON, Flocabulary platforms, and which is monitored by teachers and the MTSS Academic Committee to provide targeted interventions and support which include after school tutoring, Saturday School, learning lab courses, and other interventions. In particular, when MSA-2 analyzes our school's AP passing rate over the past 6 years, MSA-2's rate _____ during the most recent academic year of 2021-22 to ____%. However, this rate is relatively consistent with the passing rate from ___ out of the past 6 school years (including 46.7% in 2017, 44.2% in 2018, 44.4% in 2019, 45.83% in 2021, and ___% in 2022).

___% of MSA2 students met their growth target on the NWEA MAP for math during the 2022-23 academic year. Further, MSA2 had a conditional growth percentile of ___% for math and a Conditional Growth Index (CGI) of ___ in math. ___% of MSA2's English Learner students met their target growth on the MAP math assessment during the 2022-23 academic year. ___% of MSA2's free and reduced price eligible students met their target growth on the MAP math assessment during the 2022-23 academic year. ___% of MSA2's SPED students met their target growth on the MAP math assessment during the 2022-23 academic year. ___% of MSA2's Hispanic students met their target growth on the MAP math assessment during the 2022-23 academic year.

___% of MSA2 students met their growth target on the NWEA MAP for reading during the 2022-23 academic year. Further, MSA2 had a conditional growth percentile of ___% for reading and a Conditional Growth Index (CGI) of ___ in reading. ___% of MSA2's English Learner students met their target growth on the MAP reading assessment during the 2022-23 academic year. ___% of MSA2's free and reduced price eligible students met their target growth on the MAP reading assessment during the 2022-23 academic year. ___% of MSA2's SPED students met their target growth on the MAP reading assessment during the 2022-23 academic year. ___% of MSA2's Hispanic students met their target growth on the MAP reading assessment during the 2022-23 academic year.

MSA2 showed ___ points growth for Lexile this year for students in reading as measured by the myON data utilized during the 2022-23 academic year.

MSA-2 has experienced success in its SBAC Growth Data which was released for the 2022-23 school year and which compares the school's academic growth over the most recent 3 academic school years (from 2017 - 2019). In particular, this growth data displays that MSA-2's overall 3 year growth measurement for ELA over this time was a decilerank of 8 out of 10. Further, MSA-2 displayed a 3 year growth measurement for math over this time as a decilerank of 9 out of 10. This measure shows that all student subgroups (including Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), and Reclassified Fluent English Proficient (RFEP) reached a decilerank of at least 6 out of 10 across ELA and math over the 3 year period, with the expectation of Students with Disabilities (SWD) which showed a decilerank of 4 out of 10 for ELA.

MSA-2 has a historical stability rate which has been increasing over the past 3 academic years where this data has been published by CDE. In particular, the most recent school year's data from 2019-20 was 94.8% which is higher than the State average during this same period of time, which was between 91 and 92 percent. That being said, this displays a trend of increased student retention at MSA-2 over the last 3 school years which is a testament to the increased feeling within students and families that MSA-2 is a safe and supporting learning environment.

The Spring 2023 end of year administration of the NWEA MAP assessment shows tremendous growth across all student groups in math and reading. In particular, ___% of English Language Learner (ELL) students met their subgroup growth projection in math and ___% met their subgroup growth project in reading. In addition, ___% of Free and Reduced-price Lunch eligible (FRL) students met their subgroup growth projection in math and ___% met their subgroup growth project in reading. Further, ___% of Special Education (SPED) students met their subgroup growth projection in math and ___% met their subgroup growth project in reading. Moreover, ___% of Asian students met their subgroup growth projection in math and ___% met their subgroup growth project in reading. Moreover, ___% of Hispanic students met their

subgroup growth projection in math and ___% met their subgroup growth project in reading. Finally, ___% of white students met their subgroup growth projection in math and ___% met their subgroup growth project in reading.

When analyzing MSA-2's performance on the California Dashboard, we can see tremendous growth and progress across the majority of indicators. In particular, in the suspension and expulsion category, MSA-2 has maintained the highest rating of the blue color indicator for each year from 2017 - 2019. Due to the pandemic, there is no color indicator for this category on the dashboard for the 2020 and 2021 school years. MSA2 had one suspension and one expulsion during the 2021-22 academic year. On the 2022 dashboard, no color is available, but the status for suspension / expulsion is very low. During the 2022-23 academic year, MSA2 had one suspension and no expulsions.

In addition, MSA-2's graduation rate improved over the last 2 school years from the orange indicator 2nd to lowest rating of the orange indicator during 2018 to the highest rating of the blue color indicator during 2019. Specifically, MSA-2's graduation rate in 2019 increased by 7.9% to an overall rate of 97.6%. Due to the pandemic, there is no color indicator for this category on the dashboard for the 2020 and 2021 school years. MSA2 had a 100% graduation rate during the 2021-22 school year. On the 2022 dashboard, no color is available, but the status for graduation rate is very high. During the 2022-23 school year, MSA2 had ___% graduation rate.

In terms of the chronic absenteeism measurement on the dashboard, MSA-2 has reached the 2nd highest rating of the green color indicator over the past 2 academic years (2018 and 2019). Further, the school's most recent rate showed a decrease of 0.6% in 2019. Due to the pandemic, there is no color indicator for this category on the dashboard for the 2020 and 2021 school years. On the 2022 dashboard, no color is available, but the status for chronic absenteeism is very high, but the reason for this is due to the Covid-19 pandemic which had a significant impact on student absenteeism during that school year. During the 2022-23 academic year, MSA2 has a chronic absenteeism rate of ___%.

MSA-2's College Readiness indicator improved by 2.6% from the 2018 to the 2019 academic year, including an improvement from the 2nd to lowest rating of the orange indicator during 2018 to the 2nd to highest rating of the green color indicator during 2019. Due to the pandemic, there is no color indicator for this category on the dashboard for the 2020 and 2021 school years. On the 2022 dashboard, no color is available, but the rate for College Readiness Indicator is 72.3%.

MSA-2's ELA performance on the dashboard increased significantly by 20.8 points over the most recent two years from 2018 to 2019. In addition, the ELA measurement improved from the 2nd to lowest performance indicator color of orange in 2017 to the middle performance color of yellow in 2018, and retained the performance color of yellow in 2019. Due to the pandemic, there is no color indicator for this category on the dashboard for the 2020 and 2021 school years. On the 2022 dashboard, no color is available, but the ELA performance is 35 points below the standard and the status is low.

MSA-2's math performance performance on the dashboard increased by 6 points over the most recent academic year from 2018 to 2019. In addition, the math measurement improved from the 2nd to lowest performance indicator color of orange in 2018 to the middle performance color of yellow in 2019. Due to the pandemic, there is no color indicator for this category on the dashboard for the 2020 and 2021 school years. On the 2022 dashboard, no color is available, but the math performance is 77.9 points below the standard and the status is low.

As we administer the SBAC, we see that MSA-2's overall ELA scores have increased each year over the past 3 years starting from 33.01% (in 2017) and ending up at 41.11% (in 2019). In addition, our school's math scores increased over the same past 3 years from 23.87% (in 2017) and ending up at 27.87% (in 2019). Due to the Covid-19 pandemic, MSA-2 does not have SBAC ELA or math data from 2020 for any grade levels, and only has such data for 11th graders from 2021. MSA2's ELA scores for SBAC in 2022 were 35.88%. MSA2's math scores for SBAC in 2022 were 21.76%.

MSA-2's showed improvement across all student groups in the most recent ELA performance categories on the dashboard during the 2018-19 academic year. Specifically, in ELA, EL students showed a growth of 12.8 points and reached the middle performance indicator of yellow during the 2018-19 academic year. In addition, in ELA, Hispanic students showed a growth of 19.6 points and reached the middle performance indicator of yellow during the 2018-19 academic year. Moreover, in ELA, Socioeconomically disadvantaged (SED) students showed a growth of 17.2 points and reached the middle performance indicator of yellow during the 2018-19 academic year. Despite students with disabilities (SWD) being in the 2nd to lowest performance indicator of orange during the 2018-19 academic year, they showed a significant growth of 28.7 points. Due to the Covid-19 pandemic, MSA-2 does not have this data from the 2020 and 2021 academic years. On the 2022 dashboard, no color is available for growth related to ELA performance.

MSA-2's showed improvement across all student groups in the most recent math performance categories on the dashboard during the 2018-19 academic year. Despite EL students being in the 2nd to lowest performance indicator of orange for math during the 2018-19 academic year, they showed a growth of 4.1 points. In addition, in math, Hispanic students showed a growth of 3.4 points and reached the middle performance indicator of yellow during the 2018-19 academic year. Moreover, despite socioeconomically disadvantaged students being in the 2nd to lowest performance indicator of orange for math during the 2018-19 academic year, they showed a growth of 2.9 points. Also, despite students with disabilities (SWD) being in the 2nd to lowest performance indicator of orange during the 2018-19 academic year, they showed a growth of 10.5 points. Due to the Covid-19 pandemic, MSA-2 does not have this data from the 2020 and 2021 academic years. On the 2022 dashboard, no color is available for growth related to ELA performance.

MSA2's reclassification rate during the 2021-22 academic year is 20%. MSA-2's progress for reclassification of English Learners during the most recent academic year included on the dashboard is very high at 71.4% during the 2018-2019 academic year. This success came as the result of a tremendous amount of collaboration, support, programs and interventions. In particular, the school utilizes myON to track data and support English Learners in measuring their Lexile growth in reading, as well as Flocabulary to improve their academic vocabulary as well as their development of critical thinking skills across all of Bloom's Taxonomy levels. Moreover, MSA-2 utilizes the Quill online platform to support these students during their ELD courses which they take during each semester when they are considered an EL level 1, 2 or 3. Beyond these structures, the school has an EL Coordinator who provides training to all teachers in order to best understand the process to integrate EL standards into all classroom lesson plans. The EL Coordinator also receives support from the Director of EL programs at the home office in order to best follow the EL Master Plan within Magnolia Public Schools. Finally, EL students are invited to attend additional after school tutoring sessions, Saturday School, and learning camps during the winter, spring and summer breaks. On the 2022 dashboard, MSA2's status for ELPI is medium at 54.9%.

Goal 2, Action 2: Professional development for high-quality instruction

We have expanded our MPSwide collaboration time this school year which connects teachers and staff across the organization to support areas including math instruction, EL support, departmental collaboration, ELA instruction, SPED collaboration, technology support, and more. MSA2 was recently awarded the Silver Medal for our PBIS Program in partnership with LACOE. In order to receive this recognition, MSA2 compiled data related to our SEL implementation as well as related to a variety of measures being assessed by LACOE in their observation of our school over the course of the application period. MSA2 also reviews assessment data during weekly school staff PD meetings, department meetings, MTSS meetings, Parent Advisory Committee (PAC) meetings, Title I / ELAC meetings with other educational partners. Further, MSA2 administration attend and review data monthly with home office support during Principal meetings, Dean of Academic meetings, Dean of Student meetings, and Office Manager meetings. This data relates to student performance on academic assessments, behavioral referrals, attendance and truancy, social emotional measures, and enrollment. In addition, MSA2 administration utilizes TeachBoost platform to perform formal and informal observations of instructional staff and administrative assistants which align to professional standards and track each individual's effectiveness over the course of each school year.

Goal 2.3: MTSS - Academic enrichment, intervention, and student support

MSA2's academic performance data during the pre-Covid-19 pandemic as well as since the pandemic ended 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. Further, this category is related to MSA2's ATSI and has been effective in helping serve such student populations.

Goal 2.4: Designated and integrated ELD programs

MSA2's data related to EL students shows tremendous growth for EL students with regard to their RFEP rates as well as their ELP progress indicator on the dashboard. These rates demonstrate that MSA2's EL students are reaching academic achievement goals related to language acquisition at substantially high rates. Also, MSA2 has ___ EL students, including ___ students who are dually identified as SPED students. That being said, we have added substantial academic support to our dually identified students by means of continuing to provide students with 2 additional paraprofessionals that were not originally in the budget until the prior school year and were hired based on additional funds related to the Covid-19 pandemic, yet whom have been retained during the 2022-23 school year as personnel to support MSA2 students.

Goal 2.5: Support for students with disabilities

By MSA2 utilizing more fiscal resources than initially budgeted to support our SPED students in the form of continuing to hire several SPED paraprofessionals who were newly added to the staff during the prior school year as well as one additional SPED teacher, MSA2's SPED students were able to receive additional small group support to reduce learning loss experienced during the time following the end of the

Covid-19 pandemic. The end of year results on the NWEA MAP in math and English as well as the Lexile growth as demonstrated through myON this year for SPED students demonstrates that these additional resources were effective in supporting our SPED student population. Further, this category is related to MSA2's ATSI and has been effective in helping serve such student populations.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 2, Action1: Broad course of study and standards-based curriculum

MSA2 plans on continuing to provide our broad variety of current online curriculum and supplemental resources for the coming school year, including ALEKS, IXL, myON, Flocabulary, McGraw Hill, Edhesive for AP Computer, and StudySync. In addition, we plan to acquire a new science curriculum which incorporates NGSS-aligned standards.

Goal 2, Action 2: Professional development for high-quality instruction

MSA2 will also utilize funds from our Educator Effectiveness Block Grant over the next four instructional years to provide coaching and mentorship support to our instructors each year, as well as additional professional development programmatic support.

Goal 2, Action 3: MTSS - Academic enrichment, intervention, and student support

- MSA2 plans to renew the Standard Plus online platform for the upcoming school year as a means to provide content-aligned assessments to MSA2 students in ELA and ELD courses. MSA2 will also incorporate an expansion of AP preparation programs to support student learning, including by renewing the ALBERT platform

Goal 2, Action 4: Designated and integrated ELD programs

MSA2 plans on continuing to provide fiscal resources as a means of support for our designated and integrated ELD programs resources for the coming school year in alignment with our EL Master Plan, our Director of EL Programs from our home office and our ELAC committee to ensure that our EL students have the best opportunity to reclassify as fluent English proficient.

Goal 2, Action 5: Support for students with disabilities

MSA2 plans to continue to employ during the upcoming school year the several new SPED paraprofessionals as well as new SPED teacher who were all added to the school's employee population during the prior school year to help support our SPED student population and to reduce learning loss which took place during the Covid-19 pandemic.



A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2018-19: 55.0%	2021 Dashboard CCI data is not available. 2021-22: (Projected as of 5/13/22) 53.7%	2022 Dashboard CCI data is not available. 2022-23: (Projected as of 5/12/23) 80.9%		2022-23: (2023 Dashboard) 70.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-	2018-19: 75.68%	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21	2021-22: 52.08% We have used the Measures of		2022-23: 78.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA/Literacy assessments (Source: CDE DataQuest)		<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>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: 54.17% <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> Grade 11 Students: 56.74% 	<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 2022-23 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: 52.08% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> Grade 11 Students: 63.82% 		
Percentage of students in Grade 11 meeting or exceeding	2018-19: 24.32%	CAASPP-Mathematics assessments were	2021-22: 27.08%		2022-23: 35.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)		<p>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-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> • Grade 11 Students: 25.00% <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> • Grade 11 Students: 72.34% 	<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 2022-23 CAASPP-Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> • Grade 11 Students: 27.08% <p>IAB Math Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> • Grade 11 Students: 60.33% 		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 61.2%	2020-21: 45.8%	2021-22: 68.0%		2022-23: 65.0%
Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2019-20: 36.1%	2020-21: 55.3%	2021-22: 39.0%		2022-23: 50.0%
Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	2020-21: (As of 5/16/21) 57.5%	2021-22: (As of 5/13/22) 75.6%	2021-22: (2022 Dashboard) 73.2% 2022-23: (As of 5/12/23) 85.1%		2022-23: (2023 Dashboard) 60.0%
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 92.1%	2020-21: 92.3% 2021-22: (As of 5/13/22) 97.6%	2021-22: (CDE DataQuest) 97.4% 2022-23: (As of 5/12/23) 97.9%		2022-23 (CDE DataQuest): 95.0%
Percentage of cohort graduates earning a	2020-21: (As of 5/16/21)	2021-22: (As of 5/13/22)	2021-22: (CDE DataQuest)		2022-23 (CDE DataQuest):

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Seal of Biliteracy (Source: CDE DataQuest)	29.3%	34.1%	33.3% 2022-23: (As of 5/12/23) 0.00%		30.0%
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 31.7%	2021-22: (As of 5/13/22) 46.3%	2021-22: (CDE DataQuest) 48.7% 2022-23: (As of 5/12/23) 55.3%		2022-23 (CDE DataQuest): 30.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2020-21: (As of 5/16/21) 58.5%	2021-22: (As of 5/13/22) 51.2%	2022-23: (As of 5/12/23) 42.6%		2023-24: 50.0%
Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	2020-21: (As of 5/16/21) 95.0%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 98.0%		2023-24: 100.0%
Percentage of high school completers accepted to a 4-year college (Source: Naviance)	2020-21: (As of 5/16/21) 71.0%	2021-22: (As of 5/13/22) 66%	2022-23: (As of 5/12/23) 91.0%		2023-24: 70.0%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 55.6%	Class of 2019 data is not available.	Class of 2019: 47.6% Class of 2020:		Class of 2021: 70.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			47.4%		
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 5/13/22) 23%	2022-23: (As of 5/12/23) 22%		2023-24: 20%
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%		2023-24: 100%
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%		2023-24: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	<p>Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.</p> <p>Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$124,939.00	Yes
3.2	STEAM and GATE programs	<p>Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes.</p>	\$4,491.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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"> • Educational Software: Resource: Title I; Amount: \$2,000 • Educational Software: Resource: Title IV, Part A ESEA (ESSA); Amount: \$2,490 		
3.3	Digital literacy and citizenship programs	<p>Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.</p>	\$117,094.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
3.4	Physical education, activity, and fitness	<p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$232,054.00	Yes
3.5	Additional programs and activities that	In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc.	\$342,331.00	Yes

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

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 3, Action1: College/Career readiness programs and activities

MSA2's College Counselor is incredibly involved in creating events related to financial aid preparedness as well as college and career readiness for all educational partners. In particular, each semester, MSA2's College Counselor plans events which entail bringing representatives from respective colleges and universities to speak with our students during the school day as well as during assemblies. Further, MSA2's College Counselor creates multiple college and career planning workshops as well as financial aid information night events for the full community in which parents and families of students are invited to attend to receive guidance and support related to this process.

Moreover, MSA2's College Counselor schedules office hours in person each week in which she makes herself available to support students who are currently in the process of applying to colleges, universities, and trade schools to guide them through the detailed steps related to this important next step in our students' lives and educational journeys. During the Spring semester each year, MSA2's College Counselor

organizes a college signing event which promotes all 12th grade students' plans for the upcoming school year in which the entire community is invited to celebrate students' futures.

Beyond these incredible demonstrations of support to the entire community, MSA2's College Counselor also leads the process of creating and presenting information during high school student advisory courses related to the process to be college and career ready through the Naviance platform. Additionally, MSA2's College Counselor leads the process to promote and enroll students in the dual enrollment program at our school in which students as early as incoming 9th graders are invited to enroll in college courses with LA Valley College, Pierce College and Mission College. Furthermore, MSA2's College Counselor has also been a tremendous resource to the other counselors in the Magnolia Public Schools organization.

At Magnolia Science Academy-2, as of the 2022-23 school year, we have 88.4% Hispanic / Latino, 3.8% Asian / Pacific Islander, 4.7% White, 3% Black / African American, 88.7% Socioeconomically Disadvantaged, 18.2% Special Education, and 15.8% English Learner population, GATE 9.8% population. As was stated in the previous response, MSA2's College Counselor is incredibly involved in creating events related to financial aid preparedness as well as college and career readiness for all educational partners. In particular, each semester,

MSA2's College Counselor plans events which entail bringing representatives from respective colleges and universities to speak with our students during the school day as well as during assemblies. Further, MSA2's College Counselor creates multiple college and career planning workshops as well as financial aid information night events for the full community in which parents and families of students are invited to attend to receive guidance and support related to this process. Moreover, MSA2's College Counselor schedules office hours in person each week in which she makes herself available to support students who are currently in the process of applying to colleges, universities, and trade schools to guide them through the detailed steps related to this important next step in our students' lives and educational journeys.

During the Spring semester each year, MSA2's College Counselor organizes a college signing event which promotes all 12th grade students' plans for the upcoming school year in which the entire community is invited to celebrate students' futures. Beyond these incredible demonstrations of support to the entire community, MSA2's College Counselor also leads the process of creating and presenting information during high school student advisory courses related to the process to be college and career ready through the Naviance platform. Additionally, MSA2's College Counselor leads the process to promote and enroll students in the dual enrollment program at our school in which students as early as incoming 9th graders are invited to enroll in college courses with LA Valley College, Pierce College and Mission College.

Furthermore, MSA2's College Counselor has also been a tremendous resource to the other counselors in the Magnolia Public Schools organization. MSA2's College Counselor serves as the school's Advanced Placement Coordinator and meets regularly with high school students in partnership with the Dean of Academics and Assistant Principal to support students in ensuring they meet their A-G high school graduation requirements. MSA2's College Counselor meets with each 12th grade student individually along with their parents to support them in applying for university, college and/or trade school admissions.

In addition, MSA2's College Counselor ensures that each student is able to complete their FAFSA applications as well as their CADAA applications for eligible graduating students in order to have the best financial support resources for students of all demographic and socioeconomic backgrounds. MSA2's College Counselor has been instrumental in increasing all of MSA2's high school guidance point indicators. MSA2's college preparedness data across a variety of measures has been historically competitive when compared with the rates across LAUSD, LACOE, and the State.

In particular, MSA2 has outperformed the LAUSD, LACOE, and State data across nearly every category throughout the past three most recent academic years in terms of 4 year cohort graduation rates, rates of graduates meeting UC / CSU requirements, rate of graduates earning a seal of biliteracy, and percentage of graduates earning a Golden State Seal Merit Diploma. Specifically, MSA2's most recent published data on the California Dashboard for the 2019-20 cohort graduation rate of 95.0% was higher than LAUSD's rate of 82.9%, and LACOE's rate of 82.2%, as well as the State rate of 84.3%.

In addition, MSA2's most recent published data on the California Dashboard for the 2019-20 rates of graduates meeting UC / CSU requirements of 92.1% was higher than LAUSD's rate of 55.8%, and LACOE's rate of 53.6%, as well as the State rate of 50.9%. Moreover, MSA2's most recent published data on the California Dashboard for the 2019-20 rate of graduates earning a seal of biliteracy of 34.2% was higher than LAUSD's rate of 25.3%, and LACOE's rate of 26.5%, as well as the State rate of 26.6%.

In addition, MSA-2's graduation rate improved over the last 2 school years from the orange indicator 2nd to lowest rating of the orange indicator during 2018 to the highest rating of the blue color indicator during 2019. Specifically, MSA-2's graduation rate in 2019 increased by 7.9% to an overall rate of 97.6%. Due to the pandemic, there is no color indicator for this category on the dashboard for the 2020 and 2021 school years. MSA2 had a 100% graduation rate during the 2021-22 school year. On the 2022 dashboard, no color is available, but the status for graduation rate is very high. During the 2022-23 school year, MSA2 had ____% graduation rate.

MSA-2's College Readiness indicator improved by 2.6% from the 2018 to the 2019 academic year, including an improvement from the 2nd to lowest rating of the orange indicator during 2018 to the 2nd to highest rating of the green color indicator during 2019. Due to the pandemic, there is no color indicator for this category on the dashboard for the 2020 and 2021 school years. On the 2022 dashboard, no color is available, but the rate for College Readiness Indicator is 72.3%.

MSA2's reclassification rate during the 2021-22 academic year is 20%. MSA-2's progress for reclassification of English Learners during the most recent academic year included on the dashboard is very high at 71.4% during the 2018-2019 academic year. This success came as the result of a tremendous amount of collaboration, support, programs and interventions. In particular, the school utilizes myON to track data and support English Learners in measuring their Lexile growth in reading, as well as Flocabulary to improve their academic vocabulary as well as their development of critical thinking skills across all of Bloom's Taxonomy levels. Moreover, MSA-2 utilizes the Quill online platform to support these students during their ELD courses which they take during each semester when they are considered an EL level 1, 2 or 3.

Goal 3, Action 2: STEAM and GATE programs

MSA2 has utilized funds related to this action in order to support the school's STEAM, GATE and advanced / honors student pathway. Subsequently, MSA2 has spent funds on providing additional resources in science classrooms, supplies which will be utilized during the STEAM Expo, supplies for student science experiments, after school STEAM club support, Saturday School STEAM activities.

Goal 3, Action 3: Digital literacy and citizenship programs

This fiscal resource at MSA2 is utilized to provide the school's salary and benefit for the school's computer teacher who also serves as the assistant to the IT Manager. Moreover, MSA2's computer teacher provides Robotics and Drone clubs after school as well where he works with students on VEX IQ and VEX EDR robotics as well as the RAD Drones program where students learn essential engineering and programming skills. The computer teacher holds both computer courses for middle school and high school students and assists our dean of academics with the administration of standardized assessments. Finally, our computer teacher supports the reparation and renovation of MSA2's Chromebook devices, including the process of ensuring the devices are able to function properly to support school testing programs. Beyond these expenses, this fiscal resource also provides for the purchase of select online educational software to support student learning.

Goal 3, Action 4: Physical education, activity, and fitness

MSA2 utilizes this fiscal resources to provide the salary and benefits for the school's PE teacher who serves students in grades 6-8 in classes which meet a minimum of 3 days per week. Further, the PE teacher serves high school students in grades 9 and 10 in classes which meet 5 days per week who are not enrolled in other high school CIF sports elective PE classes with their coaches. In addition, our PE teacher serves on the school's PBIS committee as a Coach and works in collaboration with LACOE to receive additional training related to providing positive interventions and supports to MSA2's school community. Moreover, MSA2's PE teacher serves on the school's Reflection Committee and as a Discipline Coordinator who works with the school's student services department to provide intervention plans to students related to behavior incidents on campus to build student capacity for improved behavioral outcomes. Finally, this category provides fiscal resources to support our school's PE program in terms of purchasing additional classroom supplies needed for our school PE classes as well as to support our high school CIF sports classes which take place during the instructional school day as well as after school to provide additional resources to the students.

Goal 3.5: Additional programs and activities that support well-rounded education

MSA2 utilizes this area to provide additional programs and services to the students and school community which can support pupils in aspects which are not included under other action areas. In particular, this action serves in collaboration with MSA2's after school programs and services, which serves in conjunction with Think Together, which provides programming, supervision and services to MSA2 students after school each week day until 6:00pm as well as before school from 6:30am until the start of the school day.

Another provision related to this goal is the offering by all MSA2 teachers to provide before school tutoring and clubs each week. Some of the clubs offered by teachers after school to students include the STEAM club and the robotics club. The goal of these clubs is to provide engaging activities at MSA2 which extend before 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 offers the Congressional Award Program for high school students where students are provided with opportunities to attend outdoor educational programs, complete volunteer service, set academic goals, and earn congressional awards with mentor teachers who work with the same group of students each year until high school graduation. Moreover, Think Together provides opportunities to students which includes drivers education program for high school students, mentoring programs for our middle school and high school students to work together in support of increased student outcomes.

Moreover, MSA2 has utilized one-time funding during the 2022-23 academic year following the end of the Covid-19 pandemic to expand the provision of such programs and services, including expanding 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. Since MSA2's Think Together program is funded based upon enrollment and attendance numbers, there is no maximum capacity for student participation in these events and clubs as the program coordinators have the flexibility to hire new staff to support increased demand.

Recently, MSA2's high school program received a grant to provide music recording equipment to students as well as to provide additional after hours activities to our students to create a Teen Center on campus. Further, our programs have continued to provide field trips to students since Spring 2022 semester and throughout the 2022-23 academic year as the first opportunities since the Covid-19 pandemic ended to bring students off site for additional opportunities to engage them.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1
Budgeted \$124,939.00
Actual \$125,718.86

Goal 3 Action 2
Budgeted \$4,491.00
Actual \$4,491.00

Goal 3 Action 3
Budgeted \$117,094.00
Actual \$118,830.29

Goal 3 Action 4

Budgeted \$232,054.00
Actual \$239,839.68

Goal 3 Action 5
Budgeted \$342,331.00
Actual \$523,619.21

Goal 3, Action 1: College/Career readiness programs and activities

MSA2 budgeted \$124,939.00 to support college/career readiness programs and activities during the 2022-23 academic year, and by the end of the school year, MSA2 had slightly over 100% of these fiscal resources at \$125,718.86.

Goal 3, Action 2: STEAM and GATE programs

MSA2 budgeted \$4,491 to support STEAM and GATE programs during the 2022-23 academic year, and by the end of the school year, MSA2 spent 100% of these fiscal resources at \$4,491.

Goal 3, Action 3: Digital literacy and citizenship programs

MSA2 budgeted \$117,094.00 to support digital literacy and citizenship programs during the 2022-23 academic year, and by the end of the school year, MSA2 spent slightly over 100% of these fiscal resources at \$118,830.29.

Goal 3, Action 4: Physical education, activity, and fitness

MSA2 budgeted \$232,054.00 to support physical education, activity, and fitness during the 2022-23 academic year, but by the end of the school year, MSA2 spent more than these allocated fiscal resources at \$239,839.68, which exceeded the budgeted amount by \$7,785.68. This additional spending beyond the budgeted amount relates to the fact the MSA2 had its first official year as being a full member in the CIF sports league where they were able to have students participate in more competitive high school sports teams, including be eligible to play in postseason competitions. In addition, some of the additional expenses resulted from MSA2 high school CIF teams qualifying for postseason and championship competitions, which required additional fiscal resources in order to participate.

Goal 3, Action 5: Additional programs and activities that support well-rounded education

MSA2 budgeted \$342,331.00 to support additional programs and activities that support well-rounded education during the 2022-23 academic year, but by the end of the school year, MSA2 spent more than these allocated fiscal resources at \$523,619.21, with an excess of spending above the budgeted amount for this category of \$181,288.21.

Fiscal resources from this category are utilized for MSA2 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. All MSA2 students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. MSA2 teachers and other staff 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.

MSA2's expenditures associated with this action include teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.

In particular, during the 2022-23 academic year, MSA2 had extra expenses in the form of the Congressional Award Program taking a university tour program during spring break 2023, the music program qualifying in the school's first ever jazz music festivals, including the Stanford Jazz Festival in which MSA2 students received the 2nd place award for their ensemble performance category and one MSA2 student received a scholarship from Stanford University to attend the 2023 Stanford University summer jazz program. Further, funds from this category were able to support MSA2 students in performing at the Reno Jazz Festival where they won 3rd place during the Spring 2023 competition.

Further, funds from this category were able to offer additional summer, winter and Saturday enrichment opportunities to play sports, practice VEX Robotics, create STEAM projects for the STEAM Expo, participate in the LACOE History Day competition, participate in advanced math competitions, and more. Much of the additional funds from this category originated from one-time Covid-relief funds and grants which were utilized during the 2022-23 academic year. Moreover, these experiences have had an impact on MSA2's increased student enrollment for 4 consecutive years, so the expenses pay dividends with regard to additional revenues received from such increased enrollment.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 3, Action 1: College/Career readiness programs and activities

MSA2's data with regard to the school's college/career readiness programs and activities, including having historically competitive rates when compared with the rates across LAUSD, LACOE, and the State indicates that the specific actions have been effective in making progress toward this goal. In particular, MSA2 has outperformed the LAUSD, LACOE, and State data across nearly every category throughout the past three most recent academic years in terms of 4 year cohort graduation rates, rates of graduates meeting UC / CSU requirements, rate of graduates earning a seal of biliteracy, and percentage of graduates earning a Golden State Seal Merit Diploma.

Goal 3, Action 2: STEAM and GATE programs

MSA2's success with regard to the school's STEAM and GATE programs prior to the pandemic, including having historically competitive programs over multiple consecutive years in VEX EDR and VEX IQ Robotics as well as in RAD Drones by qualifying for the US National Championship multiple years in a row and qualifying for the World Championships for the RAD Drones. Despite these previous successes, MSA2 plans to bring back these programs during the upcoming school year since the pandemic has been less of a barrier to holding these tournaments and participating in such events.

Goal 3, Action 3: Digital literacy and citizenship programs

MSA2's computer teacher serves as the assistant IT Manager while MSA2's IT manager is off site 50% of the time while working at MSA7. MSA2's IT Manager is currently hired under this category, and the position is shared with MSA7 50% in terms of time on campus and budget. The IT Manager at MSA2 has enabled the computer teacher to refrain from needing to support IT Manager duties 50% of the time and is therefore able to focus more exclusively on serving students in the computer classes, including AP Java Computer. MSA2 received an award in 2022 from the College Board related to having a successful rate of female students passing the AP Computer exam.

Goal 3, Action 4: Physical education, activity, and fitness

MSA2's physical education and fitness programs have improved this year due to adding more opportunities for competitive sports after school. In particular, MSA2 rented One Generation on 85 dates this school year to support middle school and high school soccer for boys and girls as well as for flag football. Further, we rented the Hansen Dam for high school boys and girls cross country competitions and increased our budget to support these additional activities which support wellness outside of the general academic coursework. Moreover, we rented First Sports Complex for basketball and volleyball middle school and high school boys and girls games including in the CIF division for high school. Moreover, MSA2's high school cross country CIF team made it to the Los Angeles Division 5 league championships, and one student qualified for the California State Championship tournament in boys high school cross country, where he competed in Fresno in November 2022. These additional opportunities for students were included by the funds from this category, and have helped create more well-rounded opportunities for MSA2's students, as well as helped them have increased opportunities to receive physical health activities which also support mental health and development.

Goal 3, Action 5: Additional programs and activities that support well-rounded education

MSA2's additional programs and activities that support well-rounded education which have been supported with supplemental Covid funding from various sources have been effective in supporting student learning, as demonstrated by the MAP growth across math and English during the school year for general education, SPED and EL students through the additional support of such programs.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 3, Action 1: College/Career readiness programs and activities

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward supporting the school's college/career readiness programs and activities.

Goal 3, Action 2: STEAM and GATE programs

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward supporting the school's STEAM and GATE programs. Further, MSA2 plans to spend more funds during the upcoming school year to participate in the VEX IQ and VEX EDR robotics programs as well as in the RAD Drones program which we had done during previous school years prior to the Covid-19 pandemic and which will provide additional STEAM activities to students.

Goal 3, Action 3: Digital literacy and citizenship programs

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward supporting the school's digital literacy and citizenship programs.

Goal 3, Action 4: Physical education, activity, and fitness

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward supporting the school's Physical education, activity, and fitness. MSA2 will be continuing its involvement with the California Interscholastic Federation (CIF) high school sports league in its 2nd year as a full member during the upcoming school year so we plan to provide increased fiscal resources to support this growing program to help students meet their physical education and fitness goals.

Goal 3, Action 5: Additional programs and activities that support well-rounded education

MSA2 will utilize additional fiscal resources during the upcoming year to continue expanding our before school program since MSA2 will continue to start the school day at 9:00am Monday through Friday. This will provide an additional opportunity to collaborate with Think Together to provide expanded services and programs during the morning time. MSA2 will also continue to expand its Saturday, summer, and intersession programs related to this category.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	CONNECTION: All students, families, staff, and other educational partners will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 4	2021-22: (As of 5/13/22) 4	This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings.		2023-24: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3	2021-22: (As of 5/13/22) 4	2022-23: (As of 5/12/23) 3		2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 32	2021-22: (As of 5/13/22) 22	2022-23: (As of 5/12/23) 4		2023-24: 8
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 31	2021-22: (As of 5/13/22) 27	2022-23: (As of 5/12/23) 35		2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: 4	2022-23: 4		2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 22.1%	2021-22: (As of 5/13/22) 16.6%	2022-23: (As of 5/12/23) 26.1%		2023-24: 25.0%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 98.08%	2021-22: (P-2 ADA) 91.4%	2022-23: (P-2 ADA) 93.33%		2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 3.9%	2021-22: (As of 5/13/22) 6.0%	2021-22: (2022 Dashboard) 27.3% 2022-23: (As of 5/12/23) 20.9%		2022-23: (2023 Dashboard) 5.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%	2021-22: (As of 5/13/22) 0%	2022-23: (As of 5/12/23) 0%		2023-24: 0.0%
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 5.0%	2020-21: 0.0%	2021-22: (CDE DataQuest) 0.00% 2022-23: 0.00%		2022-23: (CDE DataQuest) 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 95.0%	2020-21: (2021 Dashboard) 93.2%	2021-22: (2022 Dashboard) 100.0% 2022-23: (As of 5/12/23) 100.0%		2022-23: (2023 Dashboard) 100.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 5/13/22) 0.4%	2021-22: (2022 Dashboard) 0.4% 2022-23: (As of 5/12/23) 0.2%		2022-23: (2023 Dashboard) 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 5/13/22) 0.19%	2021-22: (CDE DataQuest) 0.19%		2022-23: (CDE DataQuest) 0.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			2022-23: (As of 5/12/23) 0.00%		
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 95.1% Families: 91.8% Staff: 100.0%	2021-22: Students: 98% Families: 86.3% Staff: 100%	2022-23: Students: 98.6% Families: 99.3% Staff: 100.0%		2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 76% Families: 98% Staff: 94%	2021-22: Students: 73% Families: 97% Staff: 85%	2022-23: Students: 70.0% Families: 98.0% Staff: 87.0%		2023-24: Students: 75% Families: 95% Staff: 90%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 85%	2021-22: (Spring 2021 to Fall 2021) 90%	2022-23: (Spring 2022 to Fall 2022) 83.0%		2023-24: (Spring 2023 to Fall 2023) 85%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Seeking family input for decision making	Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
4.2	Building partnerships with families for student outcomes	<p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p>	\$516,562.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<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"> • Professional Services: Resource: Title I; Amount: \$17,500 • Teacher Salary and Benefits: Resource: Title I; Amount: \$9,485.60 		
4.3	MTSS - PBIS and SEL support	<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of</p>	\$448,242.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Instructional Materials and Supplies: Resource: Title I; Amount: \$3,738 • Admin salary and benefits: Resource: Title I, Part A; Amount: \$28,715.99 		
4.4	Annual educational partner surveys	Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about	\$2,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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	Community outreach and partnerships	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, 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>	\$246,159.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 4, Action 1: Seeking family input for decision making

MSA2 continues to hold periodic meetings to gather input from our families, including, Parent Task Force (PTF) meetings, Parent Advisory Committee (PAC) 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 unduplicated and at promise students (low income, English learners, SPED, homeless, foster youth, etc.). MSA2's feedback during PAC, ELAC and other meetings provide valuable input for the LCAP.

MSA2 also holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, MSA2 continues to conduct parent surveys to seek feedback on school improvement.

Goal 4, Action 2: Building partnerships with families for student outcomes

MSA-2 holds a variety of events, meetings and committees which provide significant opportunities for parent and family involvement in our school community decision-making process. In particular, this process is supported by our school's PACE Coordinator and Community School Coordinator who host weekly Coffee with the Principal meetings on Fridays where topics of interest which are relevant to families are shared, including health and wellness, academic achievement, UC / CSU graduation requirements, and more. Further, MSA-2 hosts PTF, Parent Advisory Committee (PAC), Title I meetings, ELAC meetings with parents as members of each committee who have the ability to vote upon important plans including the School Safety Plan, SPSA, and more.

The families and parents are equal partners in the decision-making process where they are invited to share their feedback related to school budgetary and programmatic decisions which impact the quality of the education which their children receive at MSA-2. Moreover, MSA-2 hosts events for parents and families, including Parent Bridge educational programs which provide support related and training to parents and families in areas including technology literacy and English language development.

Beyond this, parents and family members are invited to attend Parent College programs at MSA-2 where they receive information and support related to the necessary steps which they should take to best prepare their children to be successful in college and universities. MSA-2 administration and staff provide home visits to MSA-2 families each year where families are visited to provide their perspectives and feedback related to school programs which can best support their children. Also, our PTF program includes parent members who serve as volunteers to plan events, such as school dances, and cultural festivals including the Day of the Dead event.

MSA-2 is committed to continually growing and improving as an organization in order to best support the needs of all of our students. Because we are committed to the idea that we are most effective at growing in our ability to support our students when we make decisions

based on all available data, including the observations of all educational partners, we have a variety of systems in place to ensure that staff, students and families have ample opportunities to participate in school planning processes through brainstorming and revision sessions in staff meetings, committee meetings, and a variety of student leadership groups and other forums.

Home office leaders, including the CEO, CAO, COO, CXO, the Director of HR, and other chiefs, directors, and coordinators have made an effort to visit our campus and discuss MPS' broader vision with the staff. Teachers report that one of the major benefits of teaching at MSA-2 is the substantial professional autonomy that teachers are afforded to plan curriculum and instruction in ways that they, as professionals, know best meet the needs of their students. Further, instructional rounds took place quarterly during the 2022-23 academic year where members of the home office leadership team and academic department provide observations and feedback to all MSA-2's teachers related to academic instructional best practices to support increased student learning.

MSA-2 implements numerous strategies and processes for the regular involvement of all educational partners in the learning and teaching of all students. As effective collaboration starts with effective communication, our school community chose an effective and dependable program called ParentSquare in order to reach our whole community for our major and minor communications. The program allows our school to send out mass communications to our communities through their preferred devices and their preferred languages. In addition to sending mass messages, teachers also are able to use this platform to communicate with students and parents easily.

MSA2 utilizes funds in this area to provide ParentSquare access to all stakeholders, provide Parent Education Bridge programs, pay for the salary as well as benefits of our Parent and Community Engagement (PACE) Coordinator, and other important resources. MSA2's additional expenditures included in this action include Infinite Campus SIS fees, SchoolMint software fees, home-visit compensation for MSA2 staff who visit students' homes, parent activity/event expenses, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits.

Goal 4, Action 3: MTSS - PBIS and SEL support

MSA2 has continued to conduct our annually administered school experience surveys to students, parents, and staff during the Spring 2023 semester. Further, MSA2 utilized responses from last year's survey to guide our implementation of programs and services at the school site. MSA2 implements the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness).

In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff analyzes survey results to identify greatest progress and needs in order to inform our next steps. MSA2 also implemented a Mental Health and Wellness (MHW) survey on Panorama which assessed students, parents/caregivers, and staff which was conducted in the Fall 2021.

We share the data of concerned students across stakeholder groups which include teachers, school administration, school psychologist, grade level coordinators, and parents in order to best support students who have demonstrated an SEL area of concern. In addition, students will take another SEL survey in the Spring 2023. 100% of MSA2 students continue to receive SEL instruction from the Zones of Regulation curriculum, which is taught by our Dean of Students / PBIS coach, other leadership members, and our ASB student government members, and is filmed to be viewed during homeroom and Advisory each week.

This process supports all students, families, staff, and other stakeholders in having access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. In addition, this process supports stakeholders in feeling a sense of community and connectedness. Additionally, MSA2 continues to partner with LACOE to provide training for our school's PBIS program which was selected to receive a silver medal from the State of CA in 2022 for our school's PBIS program. MSA2 uses fiscal resources from this category to receive professional development for the full school from LACOE's PBIS program. Further, MSA2 received a JAMS Grant and partnered with the Los Angeles Institute for Restorative Practices to provide a leadership summit to students related to conflict mediation, restorative practices, and right brain practices to help students be leaders across the school to other students to help spread these practices. Further, MSA2 received a CalHOPES SEL Grant from LACOE in partnership with UC Berkeley which the school is utilizing to create new SEL opportunities for the students.

In addition, MSA2 has a full-time psychologist and a part-time social worker who provide mental health support to MSA2 students in need as well as ongoing support to students who have IEP's. Moreover, MSA2 refers students and families to Care Solace for outside mental health support as a partner organization. MSA2 also receives support from the MPS Director of SPED Services who also provides consultation as a clinical psychologist related to mental health and SEL matters impacting students and the school community.

MSA2 continues to hold meetings with the Academic MTSS Committee along with our Assistant Principal and Dean of Academics in order to discuss strategies and interventions which are necessary to support students. Further, MSA2 provides additional academic interventions based on the MTSS Academic Committee referrals including Saturday School programs, additional small group interventions, Learning Lab course placement, ongoing monitoring of student academic achievement via online resources including IXL for math and English, ALEKS for math, myON for reading and Lexile growth, Flocabulary across multiple subject areas to build capacity to answer higher order thinking skills.

All such online programs are purchased with MSA2's budget to provide additional academic support resources to students, families and teachers. In addition, MSA2 monitors performance data from NWEA MAP assessment, IAB, and SBAC in order to provide targeted interventions and support related to academic performance with the MTSS Academic Committee.

Goal 4, Action 4: Annual stakeholder surveys

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

This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Annual educational partner experience survey: MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual educational partner experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff: Climate of Support for Academic Learning; Knowledge and Fairness of Discipline, Rules and Norms; Safety; Sense of Belonging (School Connectedness).

As part of our MTSS efforts, school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. MSA2's expenditures associated with this action include Panorama Education survey fees.

Goal 4, Action 5: Community outreach and partnerships

MSA2 provides various opportunities to our educational partners in the form of providing community outreach support and partnerships. Following the second year back to in-person learning after the Covid-19 pandemic, the need to provide additional outreach and partnership resources to our school community has continued to be necessary. MSA2 has utilized our Community Schools Coordinator to create additional partnerships, including community resource fairs, and the Kaiser Permanente affiliated Hippocrates Circle program where MSA2 middle school students have the opportunity to be mentored by medical professionals who work in local hospitals, including as surgeons, nurses, and other industry professionals, with the goal of helping inspire MSA2 students to consider pursuing careers in the medical industry in their futures.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1

Budgeted \$-

Actual \$-

Goal 4 Action 2

Budgeted \$516,562.00

Actual \$354,620.55

Goal 4 Action 3

Budgeted \$448,242.00

Actual \$531,272.00

Goal 4 Action 4

Budgeted \$2,200.00

Actual \$2,200.00

Goal 4 Action 5

Budgeted \$246,159.00

Actual \$297,210.20

Goal 4, Action 1: Seeking family input for decision making

MSA2 did not budget any funds to support seeking family input for decision making during the 2022-23 academic year.

Goal 4, Action 2: Building partnerships with families for student outcomes

MSA2 budgeted \$516,562.00 funds to support seeking family input for decision making during the 2022-23 academic year, but by the end of the school year, MSA2 had spent \$354,620.55 of these fiscal resources. Despite not spending all of the budgeted resources related to this category, MSA2 received additional support from Think Together in providing support for building partnerships with families for student outcomes which did not have a fiscal impact on MSA2 since Think Together operates their own budget. The surplus of funds which were not spent is \$161,941.45 during the 2022-23 academic year.

MSA2's fiscal resources which were utilized as expenditures under this action include Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. Due to MSA2 receiving a Community Schools planning grant from California Department of Education during the 2022-23 academic year, numerous programs, training for parents and families, and workshops were provided for by the grant which would have previously been covered by the budgeted amount under this category. That being said, MSA2 was able to save some funds budgeted under Goal 4, Action 2 while still being able to provide families, students and community members with significant opportunities.

Goal 4, Action 3: MTSS - PBIS and SEL support

MSA2 budgeted \$448,242 funds to support MTSS - PBIS and SEL support during the 2022-23 academic year, but by the end of the school year, MSA2 had spent \$531,272 of these fiscal resources. Due to the continued impact of the second consecutive school year of returning to in-person school following the pandemic, MSA2 decided it was necessary to spend more than the budgeted amount of fiscal resources in this category to support students to overcome additional deficiencies and challenges. In particular, MSA2 also received an MTSS grant in partnership with MPS where MSA2 was able to utilize the additional funds to provide additional training to MSA2 staff via a dashboard which provides individualized training which help the school employees be more aware of the strategies which are effective to support students at

school. Further, additional expenses related to this standard were utilized by MSA2 incorporated a Kickboard PBIS system for the first time during the 2022-23 academic year where students were able to earn individual PBIS rewards based up their internal points, as tracked in the system.

Further, additional expenses related to this standard were utilized by MSA2 incorporating a Kickboard PBIS system for the first time during the 2022-23 academic year where students were able to earn individual PBIS rewards based on their internal points, as tracked in the system. This category also covers Dean of Students salary, discipline coordinator salary and office and attendance clerk salaries.

Goal 4, Action 4: Annual stakeholder surveys

MSA2 budgeted \$2,200.00 funds to support annual stakeholder surveys during the 2022-23 academic year, and by the end of the school year, MSA2 had spent 100% of the \$2,200.00 of budgeted fiscal resources.

Goal 4, Action 5: Community outreach and partnerships

MSA2 budgeted \$246,159.00 funds to support community outreach and partnerships during the 2022-23 academic year, but by the end of the school year, MSA2 had spent \$297,210.20 of these fiscal resources, with an expenditure over the budgeted amount by \$51,051.20.

MSA2 provides various opportunities to our educational partners in the form of providing community outreach support and partnerships. Due to the second consecutive school year back in-person following the Covid-19 pandemic, the need to provide additional outreach and partnership resources to our school community was necessary during the 2022-23 academic year.

During the 2022-23 academic year, MSA2 utilized funds under this category to provide expenditures associated with membership fees, including CCSA and WASC, as well as, marketing, branding, outreach, and partnership expenses. Further, MSA2 has increased the expenditures from marketing and branding during the current academic year in order to seek to enroll increased students. The continued growth in enrollment over the past 4 years demonstrates that this expenditure has been successful in helping yield increased student enrollment.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 4, Action 1: Seeking family input for decision making

MSA2 utilized a variety of different opportunities to seek family input for decision making during the 2022-23 academic year. This effectiveness is evidenced in the annual stakeholder survey results which demonstrate a high level of overall satisfaction from the family respondents related to the frequent incorporation of family members as decision makers at MSA2.

Goal 4, Action 2: Building partnerships with families for student outcomes

MSA2 utilized a variety of different opportunities to build partnerships with families for student outcomes during the 2022-23 academic year. This effectiveness is evidenced in the annual stakeholder survey results which demonstrate a high level of overall satisfaction from the family respondents related to the frequent incorporation of family members as decision makers at MSA2.

In addition, this is evidenced by the NWEA MAP student growth in math and English for the general education population as well as for SPED and EL students during the current academic year as well as the significant Lexile growth in reading demonstrated through myON this year.

Goal 4, Action 3: MTSS - PBIS and SEL support

MSA2 continued to partner with LACOE with the school's PBIS program for the 6th consecutive year to provide training and support to the school related to this important practice. Further, MSA2 was recommended to apply for the PBIS gold medal from the state of California in partnership with LACOE this year, and MSA2 received the PBIS silver medal during 2022 from the state of California. In addition, MSA2 continued to provide weekly SEL lessons through videos which were created by our Student Leadership and Dean of Students which integrate the Zones of Regulation curriculum this year.

Goal 4, Action 4: Annual stakeholder surveys

MSA2 utilized the annual stakeholder survey which was effective in providing data during the 2022-23 school year from various educational partners related to various topics.

Survey Participation Rates:

During the 2022-23 academic year, the participation rate of families increased by 13.0 % over the last year (from 86.3% to 99.3%), the staff participation rates maintained 100% over the past year and the participation rate of students increased by 0.8 %. MSA2 has reached their LCAP goals on all participation rates for the 22-23 school year. Along with PACE coordinator, our Community School Coordinator has helped us a lot to reach this goal. This is also the first year we have had both a PACE coordinator and Community Coordinator, so that led to the increased rate of 13% for family participation which was the largest participation rate we have had at MSA2 for families since 2019-20, the year before we started exclusively utilizing digital surveys for families. This year, we used our reward system and got PBIS involved and kids got kick board points which motivated them for the parent surveys. During the pandemic we started to use the digital version of these surveys for the parents and they got used to them and now they feel more comfortable using it.

Overall Satisfaction Rates:

The overall satisfaction rates for families during the 2022-23 academic year was maintained at 97%. This high rate of satisfaction for families has been sustained by a combination of factors, including the addition of the Community Schools Coordinator this school year to lead events

to engage families in the school. Overall satisfaction rates for students and staff decreased by 5% during the same period of time. While there is still room to grow we still maintain a high percentage of maintaining about 83% for students and at 93% for staff. This could be due to new staff and kids getting used to their new teachers while they had subs through most of the school year, related to the increased physical and mental health issues which impacted our staff following the Covid-19 pandemic. MSA2 continues to offer improved access to high quality instructional programs as well as provide support to staff and families.

Survey Findings:

Over the 2022-23 academic year, students showed a decrease in average approval rating by 3% over the past year (from 73% to 70%). This decrease in student satisfaction rates this year may be impacted by the fact that during the last school year, students experienced feelings of approval at school to be around other peers and staff after previously spending the majority of their time at home on Zoom, and and after previously not being able to go to the school site. However, the satisfaction from the “honeymoon period” they experienced last school year has faded away and now they are experiencing a decreased feeling of approval. Also, the longer students have been away from distance learning where they may have been able to do other non-academic related activities at home without supervision during the Covid-19 pandemic’s distance learning program, the more they have experienced a decrease in student satisfaction rates during the current school year. During the current school year, MSA2 also continued to offer interventions and support including Saturday School, PBIS weekly house competitions, in-person counseling sessions, in-person support for college applications, after school tutoring and clubs, and support via online resources.

Over the 2022-23 academic year, families approval rates increased by 1% over the past year (rising from 97% last year to 98% this year). We maintained a high percentage of parent meetings and conferences both in-person and via Zoom, in person events, including our Friday Coffee with the Principal meetings, Parent Teacher Conferences, PTF meetings, PAC meetings, Title I and ELAC meetings. One of the reasons for the increase in parent satisfaction rates during the current year may be related to the addition of the Community Schools Coordinator position during the 2022-23 academic year.

Over the 2022-23 academic year, staff increased in average approval rating by 2% over the past year (from 85% to 87%). Some of the reasons behind this change may be that during the previous school year, staff were negatively impacted by the change from being able to previously work remotely for nearly the entire year with the school day being shorter due to distance learning to needing to work entirely in person last year. Perhaps during the 2022-23 school year, staff have started to readapt to the process of working entirely in person and are simultaneously experiencing satisfaction from being around other people again, including other staff and students. Also, the need to focus on areas including classroom management last year was lower while students were on Zoom, since many negative behavioral issues which typically occurred in-person were not as easy to do for students. That being said, this year required teachers to return to a fully in-person school year as well as to return to a longer school day each day. These changes also require teachers to focus more on behavioral management techniques which last year they may not have needed to place as great of an emphasis on. These may be some of the reasons for the decrease in staff satisfaction rates this year, in addition to the other areas shared by staff members in their survey responses.

Successes:

One of the overall successes found during the 2022-23 academic year related to the overall satisfaction rates for families during the 2022-23 academic year which was maintained at 97%. As was stated previously, this high rate of satisfaction for families has been sustained by a combination of factors, including the addition of the Community Schools Coordinator this school year to lead events to engage families in the school. Also, despite the overall satisfaction rates for students and staff decreasing by 5% during the same period of time and there is still room to grow, we still consider maintaining the high percentage of 83% for students and 93% for staff a success despite the numerous challenges facing the school during the current school year including new staff and kids getting used to their new teachers while they had subs through most of the school year, increased physical and mental health issues which impacted our staff following the Covid-19 pandemic. MSA2 continues to offer improved access to high quality instructional programs as well as provide support to staff and families.

For the topic of Climate of Support for Academic Learning, families showed a 98% favorable rating during the 2022-23 academic year, which maintained its high percent from the previous year. Also, during the current academic year, MSA2's staff favorable rating is 96% for the same topic, which is up by 1 percent since the last academic year. MSA2's students favorable rating is 75% during the 2022-23 academic year which was a 5 percent decrease since the last academic year.

Despite the decreases across the student stakeholder group for the topic of Climate of Support for Academic Learning in the 2022-23 academic year, these results increased for staff and maintained a high rate for families. Furthermore, the staff and family stakeholder group averages for MSA2 are actually higher than the MPS average for the respective partner groups as well as equal to the MPS average for students, which demonstrates that MSA2 continues to experience success in this topic. The increase in this response for staff and families may be due to the increased level of professional development opportunities provided to staff related to academic instructional pedagogy, as well as increased opportunities for families to become involved in the academic outcomes of their children. The decrease across the student educational partner group in this topic during the current academic year is attributed to the increased challenges that MSA2 students faced in continuing to return to in-person learning following during the Covid-19 pandemic, including increased teacher absences during the 2022-23 academic year which were not preventable due to exposure to Covid-19, close contacts and symptoms during the Covid-19 pandemic as well as other increased mental and physical health issues facing MSA2 staff at an increased rate.

For the topic of Knowledge and Fairness of Discipline, Rules and Norms during the 2022-23 academic year, MSA2's staff favorable rating is 92% for the same topic, which is up by 15 percent since the last academic year. MSA2's favorable rating for students on the same topic is 66% during the current academic year. This was a 1 percent decrease since the last academic year. Finally, the same topic for families during the current school year showed a 96% favorable rating, which was down by 1 percent from the previous year.

The high staff favorable rating of 92% for the Knowledge and Fairness of Discipline, Rules and Norms during the 2022-23 academic year as well as the 15 percent increase since the last academic year may be due to adding another discipline coordinator to support MSA2 as well as the new Kickboard system which helps with managing and tracking areas related to this measure. Despite the slight decrease across the staff and student educational partners stakeholder groups for the topic of Knowledge and Fairness of Discipline, Rules and Norms in the 2022-23 academic year, the results for families are actually higher than the MPS average for the educational partner groups and demonstrates that MSA2 continues to experience success in this topic. The decrease across student and family educational partners in this topic during the current academic year is attributed to the increased challenges that MSA2 continued to face in returning to in-person learning

following during the Covid-19 pandemic. Also, despite the slight decrease for families in this area, the high rate of 96% for families indicates that this area is still considered a success for MSA2.

Also, this decrease in student rates this year for Knowledge and Fairness of Discipline, Rules and Norms may be impacted by the fact that during the last school year, students were willing to view discipline in a favorable light due to their excitement from being able to spend the majority of their time in school away from home and Zoom, and were more excited to go to the school site to be able to interact with their peers, but this year, students have acclimated to the norm and gotten over the “honeymoon phase” of returning back to in-person learning. During the current school year, MSA2 also continued to offer interventions and support including Saturday School, PBIS weekly house competitions, in-person counseling sessions, in-person support for college applications, after school tutoring and clubs, and support via online and in-person resources.

For the topic of Safety, the rating from families during the 2022-23 school year showed a 98% favorable rating, which was up by 2 percent from the previous year, which is a tremendous area of strength. MSA2’s favorable rating for students for the same topic is 74% during the current academic year. This was a 2 percent decrease since the last academic year, which is considered a success for MSA2 in comparison to the other average rates in MPS. Finally, during the current academic year, MSA2’s staff favorable rating is 76% for the same topic, which remained constant from last academic year.

Despite the slight decreases across the student educational partner group for the topic of Safety in the 2022-23 academic year, the results for students and families are actually higher than the MPS average for these educational partner groups and demonstrates that MSA2 continues to experience success in this topic. The decrease across the student educational partners survey in this topic during the current academic year is also attributed to the increased challenges that students faced in continuing to return to in-person learning following during the Covid-19 pandemic. In particular, during distance learning, students last year may not have dealt with the same degree of issues related to school safety when they first returned from distance learning last year during the “honeymoon” period where some students may have been better able to exert self control related to safety due to their excitement to be able to interact with peers last year, and that excitement phase may have decreased back to the levels prior to students’ isolation from each other. In addition, students were not able to interact with other students during the distance learning from the isolation in their homes, so the adjustment which students needed to experience when returning to in-person has led to a second year of increased behavioral issues at school during the transition period. However, MSA2 has continued to respond to this challenge during the 2021-22 academic year by maintaining the new staff which were hired during the prior school year, including 1 additional SPED teacher, 3 additional SPED paraprofessionals, 3 additional administrative assistants in the students services department, 1 additional administrative assistant to support the academic department, and 1 additional full time security guard to provide additional supervision and support.

For the topic of Sense of Belonging (School Connectedness), MSA2’s students favorable rating is 62% during the 2022-23 academic year. This was a 3 percent decrease since the last academic year, which is equal with the average ratings across MPS for this stakeholder group for the same topic. In particular, during distance learning, students last year may not have dealt with the same degree of issues related to feeling a sense of belonging and school connectedness when they first returned from distance learning last year during the “honeymoon” period where some students may have felt an elevated sense of belonging related to their ability to be able to interact with peers last year, and that sense of belonging phase may have decreased back to the levels prior to students’ isolation from each other. The same topic for

families during the current school year showed a 98% favorable rating, which was down by 1 percent from the previous year. Finally, during the current academic year, MSA2's staff favorable rating is 80% for the same topic, which is a decrease by 12 percent since the last academic year. This is a tremendous success for MSA2 despite experiencing increased challenges during the current school year, including increased staff mental and physical health issues which impacted the staff attendance rate and led to decreased sense of belonging. In particular, MSA2 plans to help elevate these areas during the upcoming school year by increasing opportunities for students and staff to lead more assemblies, celebrations, and social events which are led by students and staff members.

We are incredibly proud of all of our areas of growth and plan on continuing to focus on taking proactive steps to repeat and build upon these successes. We are also incredibly motivated to continue to work on addressing all of the areas of concern during the upcoming school year and continue to make MSA2 a better school for all educational partners across all categories through our ongoing collaborative approach.

Identified Needs:

Despite the overall satisfaction rates for students and staff decreasing by 5% during the 2022-23 academic year, there is still room to grow, and we still consider maintaining the high percentage of 83% for students and 93% for staff a success despite the numerous challenges facing the school during the current school year including new staff and kids getting used to their new teachers while they had subs through most of the school year, increased physical and mental health issues which impacted our staff following the Covid-19 pandemic. MSA2 continues to offer improved access to high quality instructional programs as well as provide support to staff and families.

Despite the decreases across the student stakeholder group for the topic of Climate of Support for Academic Learning in the 2022-23 academic year, these results increased for staff and maintained a high rate for families. Furthermore, the staff and family stakeholder group averages for MSA2 are actually higher than the MPS average for the respective partner groups as well as equal to the MPS average for students, which demonstrates that MSA2 continues to experience success in this topic. The increase in this response for staff and families may be due to the increased level of professional development opportunities provided to staff related to academic instructional pedagogy, as well as increased opportunities for families to become involved in the academic outcomes of their children. The decrease across the student educational partner group in this topic during the current academic year is attributed to the increased challenges that MSA2 students faced in continuing to return to in-person learning following during the Covid-19 pandemic, including increased teacher absences during the 2022-23 academic year which were not preventable due to exposure to Covid-19, close contacts and symptoms during the Covid-19 pandemic as well as other increased mental and physical health issues facing MSA2 staff at an increased rate.

MSA2's favorable rating for students for the topic of Knowledge and Fairness of Discipline, Rules and Norms is 66% during the current academic year. This was a 1 percent decrease since the last academic year. The same topic for families during the current school year showed a 96% favorable rating, which was down by 1 percent from the previous year. Despite the slight decrease across the staff and student educational partners stakeholder groups in the 2022-23 academic year, the results for families are actually higher than the MPS average for the educational partner groups and demonstrates that MSA2 continues to experience success in this topic. The decrease across student and family educational partners in this topic during the current academic year is attributed to the increased challenges that MSA2 continued to face in returning to in-person learning following during the Covid-19 pandemic. Also, despite the slight decrease for families in this area, the high rate of 96% for families indicates that this area is still considered a success for MSA2.

Also, this decrease in student rates this year for Knowledge and Fairness of Discipline, Rules and Norms may be impacted by the fact that during the last school year, students were willing to view discipline in a favorable light due to their excitement from being able to spend the majority of their time in school away from home and Zoom, and were more excited to go to the school site to be able to interact with their peers, but this year, students have acclimated to the norm and gotten over the “honeymoon phase” of returning back to in-person learning. During the current school year, MSA2 also continued to offer interventions and support including Saturday School, PBIS weekly house competitions, in-person counseling sessions, in-person support for college applications, after school tutoring and clubs, and support via online and in-person resources.

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particular, MSA2 plans to help elevate these areas during the upcoming school year by increasing opportunities for students and staff to lead more assemblies, celebrations, and social events which are led by students and staff members.

Goal 4, Action 5: Community outreach and partnerships

MSA2 continued to grow in its community partnerships with Think Together, which offered extended services during the school year to students with increased funding related to several one-time funding sources which were utilized during the second year back to in-person school following the Covid-19 pandemic during the 2022-23 academic year. Further, MSA2 continued to provide college course enrollment opportunities to our high school students in partnership with LA Valley College, Pierce College and Mission College during the 2022-23 academic year. Further, MSA2 continues to partner with LACOE with the school's PBIS program.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 4, Action 1: Seeking family input for decision making

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward supporting the school's process to seek family input for decision making.

Goal 4, Action 2: Building partnerships with families for student outcomes

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward supporting the school's process to build partnerships with families for student outcomes.

Goal 4, Action 3: MTSS - PBIS and SEL support

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward MTSS - PBIS and SEL support.

Goal 4, Action 4: Annual stakeholder surveys

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward the annual stakeholder surveys.

Goal 4, Action 5: Community outreach and partnerships MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward supporting the school's process to provide community outreach and partnerships.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,672,588	\$199,143.46

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
34.25%	0.00%	\$0.00	34.25%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

- Goal 1: Action 4: Healthy and nutritious meals

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Low-income students are eligible to receive reduced-price or free meals at school and this action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will

adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 2: Action 2: Professional development for high-quality instruction

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention, and student support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is

practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 4: Designated and integrated ELD programs

The majority of Charter School's student population consists of English Learners (EL), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect this action will result in increased academic achievement of our student groups, particularly of our ELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, Lexile growth, and EL reclassification rates as identified in our LCAP

metrics in Goal 2.

- Goal 3: Action 1: College/Career readiness programs and activities

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, and college acceptance rates as identified in our LCAP metrics in Goal 3.

- Goal 3: Action 2: STEAM and GATE programs

Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEAM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEAM curricula. Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to

quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.

- Goal 3: Action 3: Digital literacy and citizenship programs

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. With such needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.

- Goal 3: Action 4: Physical education, activity, and fitness

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity

before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, language other than English and culture, sports, visual and performing arts, community service, and others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, and college acceptance rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 4: Action 1: Seeking family input for decision making

It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessments, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. We also expect this action will result in increased parent satisfaction as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically

disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 3: MTSS - PBIS and SEL support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to

address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 4: Annual stakeholder surveys

It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage stakeholders in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage stakeholders in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and

safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

- Goal 4: Action 5: Community outreach and partnerships

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We

also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Charter School will increase or improve services provided for unduplicated students by at least the percentage calculated as compared to the services provided for all students in the LCAP year. Services are increased (in quantity) or improved (in quality) by those actions in our LCAP that are included in the Goals and Actions section as "contributing" to the increased or improved services requirement. We expect that these actions will result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services we provide to all students. Charter School will increase or improve services for our unduplicated students through the following actions:

- Goal 1: Action 4: Healthy and nutritious meals

Low-income students are eligible to receive reduced-price or free meals at school. Charter School will maintain nutrition education resources and promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes.

- Goal 2: Action 2: Professional development for high-quality instruction

Professional development will occur at the MPS organizational level and within the school. In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention and student support

Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) These student supports and interventions will provide increased and improved services for all our unduplicated students who would need the extra support and attention.

- Goal 2: Action 4: Designated and integrated ELD programs

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

- Goal 3: Action 1: College/Career readiness programs and activities

Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints.

- Goal 3: Action 2: STEAM and GATE programs

Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities.

- Goal 3: Action 3: Digital literacy and citizenship programs

Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy

classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students by expanding their knowledge and skills in an ever-evolving digital world.

- Goal 3: Action 4: Physical education, activity, and fitness

Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. These activities will result in increased and improved services, particularly for our low-income students who may not have a physically active and healthy lifestyle.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students.

- Goal 4: Action 1: Seeking family input for decision making

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

- Goal 4: Action 2: Building partnerships with families for student outcomes

Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 3: MTSS - PBIS and SEL support

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

- Goal 4: Action 4: Annual stakeholder surveys

Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes,

how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families.

- Goal 4: Action 5: Community outreach and partnerships

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

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the current academic year, MSA2 will utilize the concentration grant add-on funds (\$199,143.46) in the following manner:

MSA-2 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In particular, MSA-2 received \$194,213 during the 2021-22 academic year from the concentration grant add-on funds.

The first form of MSA-2 utilizing these funds was in MSA-2 hiring an additional administrative assistant with these funds in the amount of approximately \$60,000 per year including salary and benefits to support the provision of academic interventions. Since this staff member started during the Spring 2022 semester, the estimated expenses for salary and benefits for this position is \$30,000 for the 2021-22 academic year.

The next form of MSA-2 utilizing these funds was in MSA-2 hiring an additional SPED paraprofessional with these funds in the amount of approximately \$55,000 per year including salary and benefits to support the provision of academic interventions. Since this staff member started during the Spring 2022 semester, the estimated expenses for salary and benefits for this position is \$22,500 for the 2021-22 academic year.

MSA-2 is also in the process of seeking to hire a new SPED teacher position during this academic year in with an estimated expense of \$120,000 per year including salary and benefits. If this position is able to be hired during the Spring 2022 semester, MSA-2 anticipates that the school will spend an estimated amount of \$60,000 on this position for the current academic.

MSA-2 is also in the process of seeking to hire a new EL paraprofessional during this academic year in with an estimated expense of \$60,000 per year including salary and benefits. If this position is able to be hired during the Spring 2022 semester, MSA-2 anticipates that the school will spend an estimated amount of \$30,000 on this position for the current academic.

MSA-2 is also in the process of seeking to hire a social worker during this academic year in with an estimated expense of \$103,426 per year including salary and benefits. If this position is able to be hired during the Spring 2022 semester, MSA-2 anticipates that the school will spend an estimated amount of \$51,713 on this position for the current academic.

MSA-2's plan is to expend the full \$194,213 budgeted amount during the 2021-22 academic year from the concentration grant add-on funds. However, there is a possibility that not all positions will be able to be filled candidates who end up being hired during this time due to the conditions in the labor market within each respective position.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$5,782,382.00	\$1,474,951.00	\$121,790.00	\$962,025.00	\$8,341,148.00	\$5,176,273.00	\$3,164,875.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Teacher assignments and credentials	All	\$25,878.00	\$0.00	\$0.00	\$0.00	\$25,878.00
1	1.2	Instructional materials and technology	All	\$361,270.00	\$24,598.00		\$71,051.00	\$456,919.00
1	1.3	Clean and safe facilities that support learning	All	\$682,440.00			\$60,000.00	\$742,440.00
1	1.4	Healthy and nutritious meals	Low Income	\$19,000.00				\$19,000.00
1	1.5	Well-orchestrated Home Office support services	All	\$1,163,033.00	\$17,440.00		\$18,312.00	\$1,198,785.00
2	2.1	Broad course of study and standards-based curriculum	All	\$1,770,450.00	\$119,431.00		\$203,003.00	\$2,092,884.00
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	\$19,000.00	\$25,000.00		\$23,000.00	\$67,000.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	\$295,848.00	\$181,549.00		\$269,455.00	\$746,852.00
2	2.4	Designated and integrated ELD programs	English Learners				\$1,000.00	\$1,000.00
2	2.5	Support for students with disabilities	Students with Disabilities		\$900,274.00		\$56,044.00	\$956,318.00
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	\$124,439.00	\$500.00			\$124,939.00
3	3.2	STEAM and GATE programs	English Learners Foster Youth	\$1.00			\$4,490.00	\$4,491.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	\$117,094.00				\$117,094.00
3	3.4	Physical education, activity, and fitness	Low Income	\$107,264.00		\$96,790.00	\$28,000.00	\$232,054.00
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	\$317,331.00		\$25,000.00		\$342,331.00
4	4.1	Seeking family input for decision making	English Learners Foster Youth Low Income					
4	4.2	Building partnerships with families for student outcomes	English Learners Foster Youth Low Income	\$325,469.00			\$191,093.00	\$516,562.00
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	\$411,665.00			\$36,577.00	\$448,242.00
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	\$2,200.00				\$2,200.00
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	\$40,000.00	\$206,159.00			\$246,159.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$4,883,809	\$1,672,588	34.25%	0.00%	34.25%	\$1,779,311.00	0.00%	36.43 %	Total:	\$1,779,311.00
								LEA-wide Total:	\$1,779,311.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	\$19,000.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$19,000.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$295,848.00	
2	2.4	Designated and integrated ELD programs	Yes	LEA-wide	English Learners	All Schools		
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$124,439.00	
3	3.2	STEAM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1.00	
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$117,094.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	\$107,264.00	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$317,331.00	
4	4.1	Seeking family input for decision making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.2	Building partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$325,469.00	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$411,665.00	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,200.00	
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$8,341,148.00	\$8,458,052.13

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher assignments and credentials	No	\$25,878.00	\$25,878.00
1	1.2	Instructional materials and technology	No	\$456,919.00	\$465,651.89
1	1.3	Clean and safe facilities that support learning	No	\$742,440.00	\$719,627.68
1	1.4	Healthy and nutritious meals	Yes	\$19,000.00	\$39,000.00
1	1.5	Well-orchestrated Home Office support services	No	\$1,198,785.00	\$1,370,360.70
2	2.1	Broad course of study and standards-based curriculum	No	\$2,092,884.00	\$1,760,616.40
2	2.2	Professional development for high-quality instruction	Yes	\$67,000.00	\$68,500.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$746,852.00	\$824,861.48
2	2.4	Designated and integrated ELD programs	Yes	\$1,000.00	\$1,000.00
2	2.5	Support for students with disabilities	No	\$956,318.00	\$984,753.65

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	College/Career readiness programs and activities	Yes	\$124,939.00	\$125,718.86
3	3.2	STEAM and GATE programs	Yes	\$4,491.00	\$4,491.00
3	3.3	Digital literacy and citizenship programs	Yes	\$117,094.00	\$118,830.29
3	3.4	Physical education, activity, and fitness	Yes	\$232,054.00	\$239,839.68
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$342,331.00	\$523,619.21
4	4.1	Seeking family input for decision making	Yes		
4	4.2	Building partnerships with families for student outcomes	Yes	\$516,562.00	\$354,620.55
4	4.3	MTSS - PBIS and SEL support	Yes	\$448,242.00	\$531,272.54
4	4.4	Annual educational partner surveys	Yes	\$2,200.00	\$2,200.00
4	4.5	Community outreach and partnerships	Yes	\$246,159.00	\$297,210.20

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$1,779,311.00	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	\$19,000.00			
2	2.2	Professional development for high-quality instruction	Yes	\$19,000.00			
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$295,848.00			
2	2.4	Designated and integrated ELD programs	Yes				
3	3.1	College/Career readiness programs and activities	Yes	\$124,439.00			
3	3.2	STEAM and GATE programs	Yes	\$1.00			
3	3.3	Digital literacy and citizenship programs	Yes	\$117,094.00			
3	3.4	Physical education, activity, and fitness	Yes	\$107,264.00			
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$317,331.00			
4	4.1	Seeking family input for decision making	Yes				
4	4.2	Building partnerships with families for student outcomes	Yes	\$325,469.00			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	MTSS - PBIS and SEL support	Yes	\$411,665.00			
4	4.4	Annual educational partner surveys	Yes	\$2,200.00			
4	4.5	Community outreach and partnerships	Yes	\$40,000.00			

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4,241,717		0.00%	0.00%	\$0.00	0.00%	0.00%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-3	Zekeriya Ocel Principal	zocel@magnoliapublicschools.org (310) 637-3806

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Magnolia Science Academy -3 (MSA-3) was founded in the fall of 2008 as a public charter school in Gardena. Two years later, MSA-3 moved to the current space collocating with Curtis Middle in Carson, California, under proposition 39. Currently MSA-3 is serving 400 students from grades 6 through 12 and celebrates its nearly 100% high school graduation rates. Almost 70% of MSA-3 students qualify for a free and reduced lunch program.

Our students are choosing MSA-3 from the following school districts : 59% of our students are from the Carson, LA, Gardena, and Torrance area (LAUSD). 36% are from Compton Unified School District. 2.5% from Long Beach USD.

MSA-3 focuses STEAM and college-readiness environment built into our mission and vision statement. The school provides a college preparatory educational program that emphasizes science, technology, engineering, art, athletics and math. In addition to core subjects, MSA-3 offers a vast range of elective courses, including: digital arts an advanced math classes.

Each student is provided a chromebook. Students have access to digital platforms like Google Classrooms ,McGraw Hill Studysync. All curriculum is aligned to Common Core State Standards. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundational skills presented in ways that are relevant and inspiring for our students.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

College/Career Readiness:

- 100% Graduation rate for the class of 2022.

28% of seniors completed at least one college course.

- 98% of graduating class are meeting the A-G requirements.
- 36% of seniors earned Golden State Merit Diploma.

52% of the seniors graduated with Honors or Advanced Diploma.

78% of graduating class has been accepted to a 4-year college.

Academic Intervention:

- Power Math and Power English are offered, Saturday School, Virtual home visits are scheduled for lowest performing and mid-range students.

English curriculum includes StudySync and Illuminate standards based practice exams.

- MyON to help students reading levels through dedicated SSR (Silent Sustained Reading).

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

ELA and Math levels are low.

We have 65% Hispanic and 35% African American students. Culture sensitivity and relevance trainings are needed for all staff. Students must be supported emotionally in order to impact their efforts academically. We will need to increase the amount of African American students enrolled in college courses.

Chronic absenteeism rate is very high.

Suspension rate was low in 2021-22 school year, however, current suspension rate is high. Student mental health needs are on the rise.

Based on Panorama Educational Partner Survey, the following items are identified as needs:

Campus cleanliness need attention as reported on the survey.

School safety is of a concern for staff and school connectedness is listed as a concern by students.

MSA-3 is identified for ATSI in the subgroups of students with disabilities for suspension.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Charter School LCAP committee has reviewed input from all educational partners and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

- The need to continue our improvements in designated/integrated English Learner services and focusing our effort on the lowest performing sub-groups.
- Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs
- Providing counseling and positive behavior intervention support services to our students
- Keeping effective teachers and improving teacher observation and evaluation systems
- The Charter School has also worked on its expected annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups.

Approval rates from the annual educational partner survey revealed the following data.

Not significant change in satisfaction rate 3% and 1% decline in student and staff survey, parent survey satisfaction rate remained the same. Approval rates declined in student and staff rates 3% in both areas, however, it increased in parent approval rates with 1% up. Survey participation rates are higher than last year, especially with parent survey participation and student participation rates.

- PBIS team coordinates monthly assemblies to recognize students for academic and attendance successes. Rewards are teacher-nominated.
- Hiring process is based on a team decision to ensure high-quality, highly skilled, team focused educators.
- MSA-3 admin had consistent parent meetings (Coffee/ 'Zoom" with the Admin) to inform families about distance learning and academic expectation, student outcome and data points.

- Admin and teachers held frequent virtual home visits(virtual) to not only inform parents about student grades, but to agree on action plan goals for improvement. Open communication is highly encouraged and parents do not have to wait until scheduled Parent-Teacher conference times.
- Distributed Leadership increased the ownership and autonomy of our admin team.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

In order to promote learning and provide a more positive learning experience for our students, MSA-3 has established a culture of gathering input from parents, students, staff, community members, and other educational partners through multiple channels including meetings, school events, surveys, virtual home visits, newsletters, and other means of communication. To the extent possible, all educational partners are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

MSA-3 experiences strong and consistent parent participation. All admin actively seek to respond to parent concerns and resolve issues directly at the site level.

MSA-3 held PAC meetings, English Learner Advisory Committee (ELAC) meetings, Board of Directors meetings, and staff meetings being held regularly. Parents on our PAC and ELAC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provides valuable input for the new LCAP.

In addition, the Charter School conducts regular surveys for parents, students, and staff to obtain critical feedback from educational partners. These surveys are given regularly once a year and contain in-depth categories of questioning to yield input on important school elements such as instruction, safety, climate, and more. Staff also conduct home visits as a way of deepening engagement, understanding, and support for families and students. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our educational partners. These include monthly Coffee with Admin and PAC meetings two ELAC meetings, weekly staff meetings, and other educational partner meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our educational partners participated in this survey. The Charter School staff has also made 50 home visits during this school year and sought feedback from the parents for school improvement.

A summary of the feedback provided by specific educational partners.

Here are some recommendations from the educational partners.

- Bringing back Fun Friday (This is a Friday program that is centered around Friday events that can be tied to attendance, uniforms, and other incentive programs.)
- Work on improvement with clubs and organizations (to increase a sense of belonging and connectedness) (Robotics, Sports etc)

- Course offerings -Honor Courses (MS 8th grade, courses that can teach life skills, post secondary preparations courses
- Increase programs around SEL support, conflict resolution, healthy relationships, respectful behavior
- Revisit meal programs and vendors

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The Charter School LCAP committee has reviewed input from all educational partners and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

- Increase the services in areas of Social emotional learning, mental health.
- Adding more clubs, extracurriculars that students can benefit from.
- Work with the meal vendor on food choices.
- Campus and restroom cleanliness.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 0		2023-24: 0
Percentage of students without access to their own copies of standards-	2020-21: 0%	2021-22: 0%	2022-23: 0%		2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)					
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 0		2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 83.0%	2021-22: (Spring 2021 to Fall 2021) 82%	2022-23: (Fall 2021 to Fall 2022) 68% This metric has been updated to measure from fall to fall.		2023-24: (Fall 2022 to Fall 2023) 85.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 98.5%	2021-22: (As of 5/12/22) 95.8%	2022-23: (As of 5/12/23) 93.8%		2023-24: 96.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	MSA-3 and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are	\$24,500.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
1.2	Instructional materials and technology	<p>Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p>	\$420,530.00	No

Action #	Title	Description	Total Funds	Contributing
		<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.), phone/internet, and depreciation.</p> <p>The following expenditures will be funded by federal Title funds: Technology Software Title IV: \$909</p>		
1.3	Clean and safe facilities that support learning	<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by LAUSD custodial staff under Prop-39. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, , maintenance and repair services, gas/electric,</p>	\$532,642.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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	Healthy and nutritious meals	<p>Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$12,000.00	No Yes
1.5	Well-orchestrated Home Office support services	<p>The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home</p>	\$918,951.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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>		

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We went above the budget in Goal 1 Action 2 due to technology need on our campus. Due to camera needs on our campus, we needed more on this bucket for effective supervision.

Campus rent and maintenance (Goal 1 and Action 3) we spent almost the monies allocated for this item. However, for next year, we should add a little more for this item as LAUSD's janitorial services lack quality. With this additional funding, we will purchase more hours from LAUSD to clean our campuses (mopping, sweeping, deep cleaning etc.).

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1
 Budgeted \$24,500.00
 Actual \$24,500.00

Goal 1 Action 2

Budgeted \$420,530.00
Actual \$506,205.91

Goal 1 Action 3
Budgeted \$532,642.00
Actual \$511,164.00

Goal 1 Action 4
Budgeted \$12,000.00
Actual \$17,000.00

Goal 1 Action 5
Budgeted \$918,951.00
Actual \$1,053,044.27

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 1 Action 3- Prop-39 brings its own challenges for campus operations and cleanliness. Janitorial services were not up to par. We will need to add some more funding into this bucket to purchase additional hours for LAUSD to do deep cleaning, mopping and sweeping.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 1 Action 3- Add additional funding for this item to have a cleaner campus.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest	2020-21: 85%	2021-22: (As of 5/13/22) 90%	2022-23: (As of 5/12/23) 80%		2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Source: Local Indicator Priority 7, SIS)					
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%		2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%		2023-24: 100%
Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	2020-21: (As of 5/7/21) 79%	2021-22: (As of 5/13/22) 41%	2022-23: (As of 5/12/23) 83%		2023-24: 100%
Percentage of students who have	2020-21: (First semester)	2021-22: (First semester)	2022-23: (First semester)		2023-24: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
received a grade of “C” or better (or performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)	74%	85%	82%		
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 67.3	2021-22: (As of 5/13/22) 61.6	This metric will be retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24.		2023-24: 70.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 35.67% English Learners: 5.88% Socioeconomically Disadvantaged: 39.75% Students with Disabilities: ?% 	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	2021-22: <ul style="list-style-type: none"> All Students: 33.18% English Learners: 0.00% Socioeconomically Disadvantaged: 33.13% Students with Disabilities: 5.88% 		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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • African American: 31.65% • Hispanic: 39.74% 	<p>(IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> • All Students: 38.55% • English Learners: 0.00% • Students with Disabilities: 13.33% • Hispanic: 44.00% • White: 66.67% <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> • All Students: 39.50% 	<ul style="list-style-type: none"> • Asian: XX.XX% • Hispanic: XX.XX% • White: XX.XX% <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 2022-23 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> • All Students: XX.XX% • English Learners: XX.XX% • Students with Disabilities: XX.XX% 		<ul style="list-style-type: none"> • African American: 37.0% • Hispanic: 42.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<ul style="list-style-type: none"> • Hispanic: XX.XX% • White: XX.XX% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> • All Students: 39.92% 		
<p>Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</p>	<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 	<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 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p>	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> • All Students: 43.5 points below standard • English Learners: 95.7 points below standard • Socioeconomically Disadvantaged: 47.5 points below standard • Students with Disabilities: 128.1 points below standard • African American: 70.0 points 		<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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> below standard African American: 47.6 points below standard Hispanic: 34.1 points below standard 	<ul style="list-style-type: none"> All Students: 60.1% English Learners: 76.9% Students with Disabilities: 50.0% Hispanic: 65.0% White: N/A 	<ul style="list-style-type: none"> above standard Hispanic: 32.4 points below standard 		<ul style="list-style-type: none"> below standard African American: 40.0 points below standard Hispanic: 27.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> All Students: 50.2% English Learners: 60.0% Socioeconomically Disadvantaged: 49.1% Students with Disabilities: 59.4% African American: 50.0% Hispanic: 50.9% 	Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 60.1% English Learners: 76.9% Students with Disabilities: 50.0% Hispanic: 65.0% White: N/A 	Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: XX.XX% English Learners: XX.XX% Students with Disabilities: XX.XX% Hispanic: XX.X% White: XX.X% 		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%
Percentage of students meeting or exceeding standard	2018-19: <ul style="list-style-type: none"> All Students: 17.37% 	CAASPP-Mathematics assessments were	2021-22: <ul style="list-style-type: none"> All Students: 18.44% 		2022-23: <ul style="list-style-type: none"> All Students: 25.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	<ul style="list-style-type: none"> English Learners: 0.00% Socioeconomically Disadvantaged: 18.89% Students with Disabilities: 0.00% African American: 12.03% Hispanic: 21.16% 	<p>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-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> All Students: 15.00% English Learners: 0.00% Students with Disabilities: 0.00% Hispanic: 17.70% 	<ul style="list-style-type: none"> English Learners: 7.69% Socioeconomically Disadvantaged: 18.56% Students with Disabilities: 11.11% Asian: XX.XX% Hispanic: XX.XX% White: XX.XX% <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 2022-23 CAASPP-Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics -</p>		<ul style="list-style-type: none"> English Learners: 15.00% Socioeconomically Disadvantaged: 25.00% Students with Disabilities: 15.00% African American: 18.00% Hispanic: 25.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> White: 33.33% <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> All Students: 44.13% 	<p>Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> All Students: XX.XX% English Learners: XX.XX% Students with Disabilities: XX.XX% Hispanic: XX.XX% White: XX.XX% <p>IAB MATH Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> All Students: 47.41% 		
<p>Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)</p>	<p>2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> All Students: 89.6 points below standard English Learners: 129.5 points below standard Socioeconomically Disadvantaged 	<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</p>	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> All Students: 86.9 points below standard English Learners: 103.9 points below standard Socioeconomically Disadvantaged 		<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 81.0 points below standard English Learners: 110.0 points below standard Socioeconomically Disadvantaged

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>ed: 87.1 points below standard</p> <ul style="list-style-type: none"> 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 	<p>measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 60.7% English Learners: 50.0% Students with Disabilities: 65.0% Hispanic: 64.4% White: N/A 	<p>ed: 88.1 points below standard</p> <ul style="list-style-type: none"> Students with Disabilities: 133.1 points below standard African American: 112.2 points above standard Hispanic: 74.3 points below standard 		<p>ed: 79.0 points below standard</p> <ul style="list-style-type: none"> Students with Disabilities: 125.0 points below standard Homeless: 79.0 points below standard African American: 90.0 points below standard Hispanic: 73.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	<p>2020-21:</p> <ul style="list-style-type: none"> All Students: 49.5% English Learners: 50.0% Socioeconomically Disadvantaged: 48.0% 	<p>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 60.7% English Learners: 50.0% 	<p>Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: XX.X% English Learners: XX.X% 		<p>2023-24:</p> <ul style="list-style-type: none"> All Students: 60.0% English Learners: 60.0% Socioeconomically Disadvantaged: 60.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Students with Disabilities: 33.3% African American: 43.8% Hispanic: 53.3% 	<ul style="list-style-type: none"> Students with Disabilities: 65.0% Hispanic: 64.4% White: N/A 	<ul style="list-style-type: none"> Students with Disabilities: XX.X% Hispanic: XX.X% White: XX.X% 		<ul style="list-style-type: none"> Students with Disabilities: 60.0% African American: 60.0% Hispanic: 60.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: (2019 Dashboard) 60.9%	2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. 2022 ELPAC Percentage of Students at Each Performance Level: <ul style="list-style-type: none"> Level 4: 16.6% Level 3: 50% Level 3: 8% Level 1: 25% 	2021-22: (2022 Dashboard) 63.6%		2022-23: (2023 Dashboard) 62.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 0%	2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.	2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.		2023-24: 10.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2022 ELPAC Percentage of Students Level 4: 16.6%	2022 ELPAC Percentage of Students Level 4: 16.00%		
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.	2021-22: <ul style="list-style-type: none"> All Students: 14.91% English Learners: 7.14% Socioeconomically Disadvantaged: 14.84% Students with Disabilities: 14.29% Hispanic: XX.XX% 		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

Action #	Title	Description	Total Funds	Contributing
2.1	Broad course of study and standards-based curriculum	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that	\$1,809,626.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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: \$41.207</p>		
2.2	Professional development for high-quality instruction	<p>Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the following:</p>	\$41,021.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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: \$17,755 		
2.3	MTSS - Academic enrichment, intervention, and student support	<p>Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (IXL, MyON, BrainPOP, Flocabulary, Nearpod, and myON.)</p>	\$659,508.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Title 1 Coordinator Salary and Benefits Resource: Title I, Part A; Amount: \$102,040 • Educational Software Resource: Title IV, part A: \$2,817 • Educational Software Resource: Title I: \$26,383 		
2.4	Designated and integrated ELD programs	<p>Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend,</p>	\$196,501.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: N/A		
2.5	Support for students with disabilities	<p>Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$829,677.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 2 Action 1- We hired teachers to teach MPS curriculum. We offer advanced classes as well as Graphic Arts, PE, Computers. All these actions under Goal 2 were fulfilled with the actions we took. EL and Special ed services are essential for compliance and services needed.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1
Budgeted \$1,809,626.00
Actual \$1,843,770.75

Goal 2 Action 2
Budgeted \$41,021.00
Actual \$103,845.92

Goal 2 Action 3
Budgeted \$659,508.00
Actual \$572,911.54

Goal 2 Action 4
Budgeted \$196,501.00
Actual \$117,072.65

Goal 2 Action 5
Budgeted \$829,677.00
Actual \$780,001.37

An explanation of how effective the specific actions were in making progress toward the goal.

The services were effective and meeting our expectations.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes are needed.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2018-19: 38.2%	2021 Dashboard CCI data is not available. 2021-22: (Projected as of 5/13/22) 58%	2022 Dashboard CCI data is not available. 2022-23: (Projected as of 5/12/23) 40.8%		2022-23: (2023 Dashboard) 60.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-	2018-19: 50.98%	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21	2021-22: 52.00% We have used the Measures of		2022-23: 55.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA/Literacy assessments (Source: CDE DataQuest)		<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>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: 52.50% <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> Grade 11 Students: 60.83% 	<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 2022-23 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: XX.XX% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> Grade 11 Students: 49.12% 		
Percentage of students in Grade 11 meeting or exceeding	2018-19: 25.49%	CAASPP-Mathematics assessments were	2021-22: 19.61%		2022-23: 35.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)		<p>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-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> • Grade 11 Students: 26.67% <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> • Grade 11 Students: 72.54% 	<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 2022-23 CAASPP-Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> • Grade 11 Students: XX.XX% <p>IAB Math Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> • Grade 11 Students: 68.67% 		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 35.7%	2020-21: 37.5%	2021-22: 25.00%		2022-23: 50.0%
Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2019-20: 10.9%	2020-21: data not available	2021-22: 20.8%		2022-23: 40.0%
Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	2020-21: (As of 5/16/21) 15.6%	2021-22: (As of 5/13/22) 28%	2021-22: (2022 Dashboard) 26.5% 2022-23: (As of 5/12/23) 14.3%		2022-23: (2023 Dashboard) 30.0%
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 96.2%	2020-21: 93.2% 2021-22: (As of 5/13/22) 98%	2021-22: (CDE DataQuest) 95.8% 2022-23: (As of 5/12/23) 97.9%		2022-23 (CDE DataQuest): 95.0%
Percentage of cohort graduates earning a	2020-21: (As of 5/16/21)	2021-22: (As of 5/13/22)	2021-22: (CDE DataQuest)		2022-23 (CDE DataQuest):

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Seal of Biliteracy (Source: CDE DataQuest)	13.6%	4%	4.2% 2022-23: (As of 5/12/23) 2.1%		20.0%
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 27.3%	2021-22: (As of 5/13/22) 36%	2021-22: (CDE DataQuest) 37.5% 2022-23: (As of 5/12/23) 38.3%		2022-23 (CDE DataQuest): 30.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2020-21: (As of 5/16/21) 59.1%	2021-22: (As of 5/13/22) 52%	2022-23: (As of 5/12/23) 40.4%		2023-24: 50.0%
Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	2020-21: (As of 5/16/21) 95.0%	2021-22: (As of 5/13/22) 96%	2022-23: (As of 5/12/23) 83.0%		2023-24: 100.0%
Percentage of high school completers accepted to a 4-year college (Source: Naviance)	2020-21: (As of 5/16/21) 68.0%	2021-22: (As of 5/13/22) 78%	2022-23: (As of 5/12/23) 57.0%		2023-24: 70.0%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 62.8%	Class of 2019 data is not available.	Class of 2019: 76.1% Class of 2020:		Class of 2021: 75.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			54.7%		
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 5/13/22) 4%	2022-23: (As of 5/12/23) 10%		2023-24: 10%
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%	2021-22: (As of 5/13/22) 96%	2022-23: (As of 5/12/23) 98%		2023-24: 100%
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 70%	2021-22: (As of 5/13/22) 72%	2022-23: (As of 5/12/23) 90%		2023-24: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	<p>Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.</p> <p>Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, 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: Educational Software: Title I : Amount: \$2,946 AP Exam College Board Resource: Title IV Part A; Amount: \$3,000</p>	\$129,840.00	Yes
3.2	STEAM and GATE programs	<p>Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design,</p>		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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>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	Digital literacy and citizenship programs	<p>Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.</p> <p>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.</p>	\$98,787.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: N/A		
3.4	Physical education, activity, and fitness	<p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds: Title IV, Part A: PE teacher salary benefits: Amount: \$9056</p>	\$179,188.00	Yes
3.5	Additional programs and activities that support well-rounded education	In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine	\$403,565.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 3 Action 1: We provided college counseling services.
 Goal 3 Action 3: MSA-3 provides computer classes to all high school students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1
 Budgeted \$129,840.00
 Actual \$132,121.22

Goal 3 Action 2
 Budgeted \$-

Actual \$-

Goal 3 Action 3

Budgeted \$98,787.00

Actual \$99,531.78

Goal 3 Action 4

Budgeted \$179,188.00

Actual \$167,352.78

Goal 3 Action 5

Budgeted \$403,565.00

Actual \$431,630.35

An explanation of how effective the specific actions were in making progress toward the goal.

All these programs are essential components of MSA-3.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 3 Action 1: We will switch from full time college counselor to part time college counselor due to enrollment decline.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 2	2021-22: (As of 5/13/22) 3	This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings.		2023-24: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 2	2021-22: (As of 5/13/22) 3	2022-23: (As of 5/12/23) 3		2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 7	2021-22: (As of 5/13/22) 6	2022-23: (As of 5/12/23) 8		2023-24: 8
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 5	2021-22: (As of 5/13/22) 6	2022-23: (As of 5/12/23) 15		2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: 4	2022-23: 4		2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 10.9%	2021-22: (As of 5/13/22) 14.7%	2022-23: (As of 5/12/23) 12.9%		2023-24: 20.0%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 97.32%	2021-22: (P-2 ADA) 87.74%	2022-23: (P-2 ADA) 90.48%		2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 6.4%	2021-22: (As of 5/13/22) 38.9%	2021-22: (2022 Dashboard) 34.7% 2022-23: (As of 5/12/23) 35.9%		2022-23: (2023 Dashboard) 5.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%	2021-22: (As of 5/13/22) 0%	2022-23: (As of 5/12/23) 0.00%		2023-24: 0.0%
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 3.6%	2020-21: 2.2%	2021-22: (CDE DataQuest) 0.00% 2022-23: 0.00%		2022-23: (CDE DataQuest) 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 96.4%	2020-21: (2021 Dashboard) 95.7%	2021-22: (2022 Dashboard) 100.0% 2022-23: (As of 5/12/23) 95.9%		2022-23: (2023 Dashboard) 100.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 5/13/22) 1.2%	2021-22: (2022 Dashboard) 1.9% 2022-23: (As of 5/12/23) 6.5%		2022-23: (2023 Dashboard) 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 5/13/22) 0.23%	2021-22: (CDE DataQuest) 0.23%		2022-23: (CDE DataQuest) 0.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			2022-23: (As of 5/12/23) 0.00%		
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 83.1% Families: 87.1% Staff: 100.0%	2021-22: Students: 84.9% Families: 37.3% Staff: 97.5%	2022-23: Students: 98.1% Families: 78.7% Staff: 100.0%		2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 67% Families: 95% Staff: 85%	2021-22: Students: 64% Families: 96% Staff: 80%	2022-23: Students: 61.0% Families: 97.0% Staff: 77.0%		2023-24: Students: 70% Families: 95% Staff: 87%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 78%	2021-22: (Spring 2021 to Fall 2021) 81%	2022-23: (Spring 2022 to Fall 2022) 79.0%		2023-24: (Spring 2023 to Fall 2023) 85%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Seeking family input for decision making	Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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	Building partnerships with families for student outcomes	<p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited 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>	\$212,460.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<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, PACE 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: \$13,886 <p>Parent Square, Resouce: Title1 Part B: Amount: \$2,100</p>		
4.3	MTSS - PBIS and SEL support	<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and</p>	\$742,305.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>ATSI school in the subgroup area of Special education for Suspension rate.</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: \$3,896 		
4.4	Annual stakeholder surveys	<p>Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how</p>	\$1,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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	Community outreach and partnerships	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$140,085.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 4 Action 2- This service provided an essential benefit to our school to have better communication with our parents.
Goal 4 Action 3: MTSS and PBIS support for all students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1

Budgeted \$-

Actual \$-

Goal 4 Action 2

Budgeted \$212,460.00

Actual \$135,149.71

Goal 4 Action 3

Budgeted \$742,305.00

Actual \$573,586.71

Goal 4 Action 4

Budgeted \$1,600.00

Actual \$1,600.00

Goal 4 Action 5

Budgeted \$140,085.00

Actual \$265,838.05

ATSI: "The students with special needs have equitable access to all of the resources at our school; as a result, resource inequities for the students with special needs do not occur."

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 4 Action 3: SEL needs of MSA-3 students are of paramount importance and we will allocate the same funding as we have not spent all of it this school year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 4 Action 3: We will get more PBIS and SEL support from organizations to properly support our students with special needs. This year, we were placed on ATSI for students with special needs. Through this services we are planning to bring down our suspension rates.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,191,044	\$130,839.46

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
29.62%	0.00%	\$0.00	29.62%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

- Goal 1: Action 4: Healthy and nutritious meals

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Low-income students are eligible to receive reduced-price or free meals at school and this action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will

adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 2: Action 2: Professional development for high-quality instruction

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention, and student support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is

practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 4: Designated and integrated ELD programs

The majority of Charter School's student population consists of English Learners (EL), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect this action will result in increased academic achievement of our student groups, particularly of our ELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, Lexile growth, and EL reclassification rates as identified in our LCAP

metrics in Goal 2.

- Goal 3: Action 1: College/Career readiness programs and activities

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, and college acceptance rates as identified in our LCAP metrics in Goal 3.

- Goal 3: Action 2: STEAM and GATE programs

Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEAM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEAM curricula. Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to

quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.

- Goal 3: Action 3: Digital literacy and citizenship programs

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. With such needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.

- Goal 3: Action 4: Physical education, activity, and fitness

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity

before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, language other than English and culture, sports, visual and performing arts, community service, and others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, and college acceptance rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 4: Action 1: Seeking family input for decision making

It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessments, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. We also expect this action will result in increased parent satisfaction as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically

disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 3: MTSS - PBIS and SEL support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to

address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 4: Annual stakeholder surveys

It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage stakeholders in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage stakeholders in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and

safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

- Goal 4: Action 5: Community outreach and partnerships

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We

also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Charter School will increase or improve services provided for unduplicated students by at least the percentage calculated as compared to the services provided for all students in the LCAP year. Services are increased (in quantity) or improved (in quality) by those actions in our LCAP that are included in the Goals and Actions section as "contributing" to the increased or improved services requirement. We expect that these actions will result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services we provide to all students. Charter School will increase or improve services for our unduplicated students through the following actions:

- Goal 1: Action 4: Healthy and nutritious meals

Low-income students are eligible to receive reduced-price or free meals at school. Charter School will maintain nutrition education resources and promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes.

- Goal 2: Action 2: Professional development for high-quality instruction

Professional development will occur at the MPS organizational level and within the school. In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention and student support

Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) These student supports and interventions will provide increased and improved services for all our unduplicated students who would need the extra support and attention.

- Goal 2: Action 4: Designated and integrated ELD programs

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

- Goal 3: Action 1: College/Career readiness programs and activities

Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints.

- Goal 3: Action 2: STEAM and GATE programs

Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities.

- Goal 3: Action 3: Digital literacy and citizenship programs

Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy

classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students by expanding their knowledge and skills in an ever-evolving digital world.

- Goal 3: Action 4: Physical education, activity, and fitness

Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. These activities will result in increased and improved services, particularly for our low-income students who may not have a physically active and healthy lifestyle.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students.

- Goal 4: Action 1: Seeking family input for decision making

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

- Goal 4: Action 2: Building partnerships with families for student outcomes

Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 3: MTSS - PBIS and SEL support

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

- Goal 4: Action 4: Annual stakeholder surveys

Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes,

how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families.

- Goal 4: Action 5: Community outreach and partnerships

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

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the 2021-22 Academic year, MSA-3 will be spending the concentration add-on grants funds for the following two items.

Retention- We will use the grant to retain our staff. It has been extremely challenging to retain our staff due to the challenging conditions of teaching. Our school, MSA-3 have four open positions, and it has been a challenge to fill those positions up. In addition, our current staff are signaling the challenges current teaching conditions in terms of compensation, cost of living. Losing additional staff members will put us in a much more challenging situation to operate effectively. Retaining current staff is a priority to get the MSA-3 culture continue.

Some portion of additional fund will be used to cover the salary and benefits of Assistant Principal. Due to Covid, MSA-3 administration faced a challenge to handle the operational tasks. Thus, leadership org chart and responsibilities have been adjusted to re-delegate the tasks. One of the Deans will take the Assistant Principal role to have better relations with our parents and reach out to prospective parents.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students		

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,445,309.00	\$1,447,453.00	\$31,790.00	\$1,428,234.00	\$7,352,786.00	\$4,945,174.00	\$2,407,612.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Teacher assignments and credentials	All	\$24,500.00				\$24,500.00
1	1.2	Instructional materials and technology	All	\$348,121.00	\$48,000.00		\$24,409.00	\$420,530.00
1	1.3	Clean and safe facilities that support learning	All	\$448,811.00			\$83,831.00	\$532,642.00
1	1.4	Healthy and nutritious meals	Low Income Low Income	\$12,000.00				\$12,000.00
1	1.5	Well-orchestrated Home Office support services	All	\$890,169.00	\$14,040.00		\$14,742.00	\$918,951.00
2	2.1	Broad course of study and standards-based curriculum	All	\$1,565,428.00	\$40,833.00		\$203,365.00	\$1,809,626.00
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	\$3,020.00	\$20,246.00		\$17,755.00	\$41,021.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	\$343,832.00	\$104,633.00		\$211,043.00	\$659,508.00
2	2.4	Designated and integrated ELD programs	English Learners	\$114,118.00	\$82,383.00			\$196,501.00
2	2.5	Support for students with disabilities	Students with Disabilities		\$796,651.00		\$33,026.00	\$829,677.00
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	\$123,894.00			\$5,946.00	\$129,840.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.2	STEAM and GATE programs	English Learners Foster Youth Low Income					
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	\$98,787.00				\$98,787.00
3	3.4	Physical education, activity, and fitness	Low Income	\$100,342.00		\$31,790.00	\$47,056.00	\$179,188.00
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	\$155,296.00	\$140,667.00		\$107,602.00	\$403,565.00
4	4.1	Seeking family input for decision making	English Learners Foster Youth Low Income					
4	4.2	Building partnerships with families for student outcomes	English Learners Foster Youth Low Income	\$22,491.00			\$189,969.00	\$212,460.00
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	\$152,900.00	\$99,915.00		\$489,490.00	\$742,305.00
4	4.4	Annual stakeholder surveys	English Learners Foster Youth Low Income	\$1,600.00				\$1,600.00
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	\$40,000.00	\$100,085.00			\$140,085.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$4,020,529	\$1,191,044	29.62%	0.00%	29.62%	\$1,168,280.00	0.00%	29.06 %	Total:	\$1,168,280.00
								LEA-wide Total:	\$1,168,280.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	\$12,000.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,020.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$343,832.00	
2	2.4	Designated and integrated ELD programs	Yes	LEA-wide	English Learners	All Schools	\$114,118.00	
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$123,894.00	
3	3.2	STEAM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$98,787.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	\$100,342.00	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$155,296.00	
4	4.1	Seeking family input for decision making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.2	Building partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$22,491.00	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$152,900.00	
4	4.4	Annual stakeholder surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,600.00	
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$7,352,786.00	\$7,336,327.01

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher assignments and credentials	No	\$24,500.00	\$24,500.00
1	1.2	Instructional materials and technology	No	\$420,530.00	\$506,205.91
1	1.3	Clean and safe facilities that support learning	No	\$532,642.00	\$511,164.00
1	1.4	Healthy and nutritious meals	No Yes	\$12,000.00	\$17,000.00
1	1.5	Well-orchestrated Home Office support services	No	\$918,951.00	\$1,053,044.27
2	2.1	Broad course of study and standards-based curriculum	No	\$1,809,626.00	\$1,843,770.75
2	2.2	Professional development for high-quality instruction	Yes	\$41,021.00	\$103,845.92
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$659,508.00	\$572,911.54
2	2.4	Designated and integrated ELD programs	Yes	\$196,501.00	\$117,072.65

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Support for students with disabilities	No	\$829,677.00	\$780,001.37
3	3.1	College/Career readiness programs and activities	Yes	\$129,840.00	\$132,121.22
3	3.2	STEAM and GATE programs	Yes		
3	3.3	Digital literacy and citizenship programs	Yes	\$98,787.00	\$99,531.78
3	3.4	Physical education, activity, and fitness	Yes	\$179,188.00	\$167,352.78
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$403,565.00	\$431,630.35
4	4.1	Seeking family input for decision making	Yes		
4	4.2	Building partnerships with families for student outcomes	Yes	\$212,460.00	\$135,149.71
4	4.3	MTSS - PBIS and SEL support	Yes	\$742,305.00	\$573,586.71
4	4.4	Annual stakeholder surveys	Yes	\$1,600.00	\$1,600.00
4	4.5	Community outreach and partnerships	Yes	\$140,085.00	\$265,838.05

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$1,168,280.00	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	\$12,000.00			
2	2.2	Professional development for high-quality instruction	Yes	\$3,020.00			
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$343,832.00			
2	2.4	Designated and integrated ELD programs	Yes	\$114,118.00			
3	3.1	College/Career readiness programs and activities	Yes	\$123,894.00			
3	3.2	STEAM and GATE programs	Yes				
3	3.3	Digital literacy and citizenship programs	Yes	\$98,787.00			
3	3.4	Physical education, activity, and fitness	Yes	\$100,342.00			
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$155,296.00			
4	4.1	Seeking family input for decision making	Yes				
4	4.2	Building partnerships with families for student outcomes	Yes	\$22,491.00			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	MTSS - PBIS and SEL support	Yes	\$152,900.00			
4	4.4	Annual stakeholder surveys	Yes	\$1,600.00			
4	4.5	Community outreach and partnerships	Yes	\$40,000.00			

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$3,342,979		0.00%	0.00%	\$0.00	0.00%	0.00%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-4	Musa Avsar Principal	mavsar@magnoliapublicschools.org (310) 473-2464

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Magnolia Science Academy 4 (MSA-4) is a STEAM-focused state-authorized charter school in Los Angeles, CA, serving students in grades 9-12. MPS opened Magnolia Science Academy 4 (MSA-4) in the fall of 2008. MSA-4 operates as a site based school that is designed to meet the needs of the students within the boundaries of Los Angeles Unified School District (LAUSD), the school has achieved an increasing trend of academic success and demonstrated organizational and financial stability. The Board of MPS consistently strives to ensure that MSA-4 offers a successful educational model with fidelity.

Magnolia Public Schools (MPS) formerly known as the Magnolia Educational & Research Foundation, is a non-profit organization established in 1997. The founders, a group of active community members and educators in Southern California, aspired to improve educational opportunities in underserved communities. The vision of the Foundation was to inspire students to pursue career paths in science, mathematics, and technology.

In 1998, MPS began organizing volunteer tutors for middle and high schools in math, science, and technology through their partnerships with local universities in Southern California. In 1999, it organized and implemented a joint program with the Culver City Unified School District to provide tutoring for students throughout the city and later expanded the program to include the San Fernando Valley. These programs resulted in a collaborative effort with school districts to develop partnerships to support educational initiatives. In the fall of 2002, MPS established its first charter school, Magnolia Science Academy -1 Reseda (MSA 1) in the San Fernando Valley. Since then, MPS has established or acquired eleven successful charter schools throughout California that provide innovative and high-quality STEAM education, predominately serving low-income neighborhoods.

MSA-4 strives to provide its students with a rigorous, Common Core Standards-based educational program within a culture that embraces diversity and innovation. Classroom instruction at MSA-4 is supplemented by tutoring, peer mentoring, after-school programs, and school-to-university connections. Most recently, our school joined the California Interscholastic Federation (CIF), allowing students to participate in

sports to maintain a healthy balance between academics and physical health. MSA-4 has created a supportive and caring environment with small classes with strong student, parent, and teacher communication, improving students' knowledge and skills in core subjects. This approach aims at increasing students' objective and critical thinking skills and their chances of success in higher education settings and beyond. The school provides students with a comprehensive educational program that cultivates multiple opportunities for students to develop into successful contributing members of society, fulfilling the intent of the California Charter Schools Act.

Our Mission

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college-preparatory STEAM educational experience in an environment that cultivates respect for self and others.

Our Vision

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

Our Goals

Our objective through 2027 is to increase students' opportunities and potential for success. It is directly tied to MSA-4's academic and professional development with teachers and strives to empower our students with choice and voice.

By 2027 Magnolia Science Academy-4's graduates will be productive, innovative, and responsible individuals who pursue their passions and educational opportunities and are poised to be change agents within their communities.

In order to promote learning and provide a more positive learning experience for our students, Magnolia Science Academy-4 has established a culture of gathering input from parents, students, teachers, staff, and community members through multiple channels, including meetings, Town Hall events, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the school review and improvement process, including the development of our annual LCAP. Informational and input sessions include Parent Task Force (PTF) meetings, Parent Advisory Committee (PAC) meetings, English Language Advisory Committee (ELAC), Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, Admin Team meetings, Staff Meetings, Department Meetings, Grade Level Meetings, and Home Visits. In addition, the school conducts surveys for parents, students, and teachers. Therefore, the LCAP is received by our community as a comprehensive planning tool.

Magnolia Science Academy-4 went through a thorough analysis of the data at hand (SBAC scores, MAP Scores, and teacher feedback based on class data) in an effort to target the areas of need to support growth. The Admin team, staff, and Parent Advisory Committee (PAC) all participate in developing the school-wide areas of the target for this school year. The team devised three goals, and under each goal, all eight state priorities were identified. The three overarching goals are (1) All students will pursue academic excellence and be college/career ready, (2) All students will become independent, innovative scholars, and (3) All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

MSA-4 celebrates our successes around our graduation, reclassification rates, and college acceptance rates.

Our graduation rate continues to be strong. We have maintained a 90% or above rate for the last two years and are on track to maintain that rate for the upcoming year. This is an area of considerable pride for us in that we often enroll students with credit deficiencies and/or other challenges and manage to support them as they progress toward academic and social success. We seek out opportunities for them to complete coursework in an expeditious manner by way of Edgenuity. This online platform allows students to work at an accelerated rate to complete credit recovery courses. Our students know that we will support them in what they need. For the last three years, a high rate of each graduating class from Magnolia Science Academy - 4 has met the UC/CSU A-G requirements. Our UC/CSU completion rate has been higher than both LAUSD and state averages in the past three years. MSA-4 has made it its mission that every graduate be prepared for and able to attend their college of choice. Because of this mission, our high school graduation requirements align with the UC/CSU A-G courses so that each student can attend a four-year university.

MSA-4 celebrates the fact that we have actively created a college-going culture. As a result, our college acceptance rate has been fairly strong over the last three years.

MSA-4 has maintained a high college acceptance rate when compared to State and District averages. Our college acceptance rate fluctuates, but at least 50% of our students get accepted to 4-year colleges. Our college acceptance rate for 2-year or 4-year colleges has been 96%, and 71% of our students got accepted to 4-year colleges as of June 2023.

Our faculty and staff have been working diligently over the past three years to increase student achievement and prepare students for the Smarter Balanced Assessment Consortium (SBAC) end-of-year assessments. One of our goals is to attend to the needs of our numerically significant subgroups, which include: our Hispanic or Latino population (86%), English Learners (17%), and our socioeconomically disadvantaged students (88%). In working towards these goals under the demands of the Every Student Successes Act and our global pandemic, we only have SBAC results that reflect 2019, 2021, and 2022 data.

During the 2021-2022 school year, only 11th-grade students took the CAASPP test. Based on 2022 CAASPP Math data, 25% of MSA-4 students in 11th grade met or exceeded standards. In ELA, 37.5% of our students either met or exceeded state standards. This shows an increase of 13% in students who met or exceeded the standard in Math since the previous year. There is a slight decrease of approximately 8% in ELA students who met or exceeded the standard in the 2021-2022 school year.

Based on our dashboard and CAASPP test result data in English Language Arts and Math, we see steady improvements in both subjects' SBAC results. Between 2019 and 2021 ELA proficiency rate improved from 27% to 46%. However, in 2022 we saw a slight drop in

proficiency for ELA, with 37.5% of students meeting or exceeding standards. Despite this drop, we still see an upward trajectory since 2019 in ELA results, demonstrating that the systems in place are working. We will continue implementing these strategies moving forward and adjust as needed to address the fluctuations. Some of these strategies include implementing a school-wide ACE writing program across subjects and grade levels, consistently using the school's reading program MyON during Advisory, and increasing rigorous grade-level content in ELA classes. In the last year, more targeted interventions are also being used with our English Language Learners in their English Language Development (ELD) class and, when necessary, intensive ELD to help better support this specific student demographic. Although the Math score has immensely improved by 17% since 2019, all student groups continue to struggle with Math, reaching a 25% proficiency rate. We have identified some strategies and will continue to improve our current instructional strategies to ensure continued student growth and success. We address these specific needs during Study Hour targeted pull-outs, IXL Math skill practice during Advisory, rigorous daily class instruction, before and after school tutoring, and Saturday school.

Based on our dashboard data in English Language Arts and Math, our socioeconomically disadvantaged students with disabilities and Hispanic populations are our greatest need. This has become our targeted intervention for students in all grade levels. Intervention groups were formed at the beginning of the year by using our internal MAP Growth data, teacher classroom observations, and formative assessment data. These groups receive support during study hour classes, before and after school during tutoring, and during Saturday school in small instructional groups based on their needs. These intervention groups are revisited quarterly, and changes are made depending on student progress, which is monitored by teachers and IAB tracking.

Based on teacher feedback and input, strategies to prepare for SBAC have been revisited, reviewed, and, when applicable, improved. In ELA, current strategies include implementing a school-wide ACE writing program across subjects and grade levels, consistently using the school's reading program MyON during Advisory and Study Hour, and increasing rigorous grade-level content in ELA classes. In the last year, more targeted interventions are also being used with our English Language Learners in their English Language Development (ELD) class and, when necessary, intensive ELD is provided to help better support this specific student demographic, which often overlaps with our socioeconomically disadvantaged and student with disability targeted areas of focus. Current strategies for Math include targeted pull-outs during Study Hour, IXL Math skill practice during Advisory, rigorous daily class instruction, before and after school tutoring, and Saturday school support to struggling students.

According to MAP data over the past year, all tested grade levels showed growth from Fall to Spring in both reading and mathematics, according to average RIT scores. We observed a positive RIT points increase during the 2022-23 school year in all grade levels for both Math and ELA. This increase in average RIT scores indicates that our students are showing growth; however, we would like to see them show higher levels of growth in both subject areas from Fall to Spring. We continue to work toward preparing our students with the strategies, skills, and tools necessary to successfully take these types of computer-based assessments so that the student's true abilities and areas of need are reflected in the test results.

Our ELD Coordinator and teachers have administered the Initial and Annual ELPAC assessments to determine a student's English Language Status or Proficiency level. Based on the 2022-23 ELPAC test results, 67% of EL students showed growth, and 20% of our EL students are eligible for reclassification as of June 2023.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

This year MSA-4 continues to focus on our overall student data; however, more of an emphasis on math is the area where our students continue to struggle. Our focus is working to move the 30% toward proficiency.

MSA-4 will continue using IAB (Interim Assessment Block) data to track student progress and plan for more targeted instruction and interventions.

MSA-4 experienced an increase in overall satisfaction for our students and staff. MSA 4 continues to employ PBIS (Positive Behavior Interventions and Supports) and MTSS (Multi-Tiered Systems of Support) with our students. We will also continue with PD for all staff in these areas.

MSA-4 realizes a continued need to reduce the number of students who are not meeting or exceeding standards in ELA and Math. A persistent school-wide goal is to reduce the percentage of students who are not attaining proficiency by 9% over the next three years. Students are assigned to enrichment classes, after-school tutoring, and Saturday school to support students in these areas. The expectation is that students are provided with targeted interventions. Each student's progress is monitored, and students may transfer to another elective once they have made adequate gains toward proficiency.

Based on our dashboard data in English Language Arts and Math, our socioeconomically disadvantaged students with disabilities and Hispanic populations are our greatest need. This has become our targeted intervention for students in all grade levels. Intervention groups were formed at the beginning of the year using our internal MAP Growth data. These groups receive support during study hour classes, after school, and Saturday school in small instructional groups based on their needs. These intervention groups are revisited quarterly, and changes are made depending on student progress.

The passing rate for these ELLs depends on a couple of factors. Our ELL students come from varied backgrounds and often encounter multiple challenges in the classroom. While some are new to the country, others have not had effective second language literacy instruction; therefore, they have not had the opportunity to master content in English. Many of our ELL students are also Students with Specific Learning Disabilities. With all the factors that play a role in the reclassification process for these ELLs, we do our best to provide all the necessary support to all of our students to help them effectively progress in mastering the English language. Although it is not required, we offer a daily designated EL class for our high school students.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Charter School Parent Advisory Committee (PAC) has reviewed input from all educational partners and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and planned for new ones. Some of the highlights include:

MSA-4 has reached 84% of its in-progress LCAP goals for the 2022-2023 school year as of June 2023

MSA-4 has 61% of our student population with a GPA of 3.0 or higher for the Fall 2022 Semester.

MSA-4 improved its SBAC Scores by 11% in ELA and 17% in Math from 2019 to 2022.

MSA-4 achieved positive CGI in grade levels 9-11 with a 6.09 growth in Math and 2.38 in ELA measured by NWEA MAP during the 2021-22 school year.

MSA-4 had 67% of our students progress toward English Language Proficiency during the 2022-23 school year.

MSA-4 has provided students with additional academic support through implementing IXL, in which our students have answered over 104,854 questions so far during the 2022-23 school year.

MSA-4 has provided reading supports through MyON reading, in which our students have read over 185 thousand minutes.

MSA-4 provides students various academic supports and interventions such as summer school, Saturday school, study hour, before-school tutoring, integrated ELD courses, and SPED programs.

MSA-4 provides rigorous and intentional support for the advancement of our EL students through two designated ELD courses.

MSA-4 has a 100% dual enrollment passing rate, with a total of 4 dual enrollment courses for this school year with a focus on STEAM education (anthropology, astronomy, TV & film, cinematography)

MSA-4 has an 88% FAFSA completion rate with receiving around \$400,000 in grants and scholarships for the class of 2022

MSA-4 has established strong partnerships with UCLA by integrating MESA, SLAM, College Corps, and Project Health.

MSA-4 implements SEL lessons for all grade groups. Our counseling sessions with our school social worker and psychologist extend our SEL supports. A total of 24 students have this one-on-one support.

MSA-4 has improved its PBIS practices through Kickboard, SOAR store, PBIS Assemblies, and schoolwide expectations.

MSA-4 has achieved supporting 50% (thus far) of our student population through home visits.

MSA-4 offered four CIF sports for the 2022-2023 school year in which 40% of our students are involved.

MSA-4 aims to support the whole child through extracurricular activities such as the Eagle-Gazette newspaper, Eagles United Community Club, Field trips, college trips, community service hours, sports, yearbook club, school events and dances, and science fairs.

We have also worked on our expected annual measurable outcomes to set targets in areas of greatest need and close performance gaps among student groups. This includes the consistent and targeted use of IAB (interim assessment blocks) and MAP (Measures of Academic Progress) data to inform and drive our day-to-day instruction. MSA-4 spends quality time analyzing our data. We then spend time collaborating and planning how best to support our students in our efforts to close the performance gap.

We will continue utilizing NWEA MAP testing to assess for learning loss and recovery regularly. MSA-4 will use MAP testing at least twice yearly (Fall and Spring) to have multiple data points to monitor students' learning loss and recovery. Furthermore, we will continue to administer the Math and ELA Smarter Balanced Interim Assessment Blocks (IAB) according to the testing schedule organized by the Home Office Academic Team. Per the needs of various grade levels, MSA-4 may also administer an Interim Comprehensive Assessment (ICA) during the year.

Progress In MAP:

Math MAP Fall 2022 to Spring 2023: results show 78% of students met their growth target.

ELA MAP MAP Fall 2022 to Spring 2023: results show that 79% of students met their growth target.

MSA-4 continues using NWEA Measures of Academic Progress (MAP) as one of its internal assessment tools. MSA-4 gives MAP Growth assessments to students in Fall and Spring in both Mathematics and Reading. All students in grades 10th through 11th grade take the MAP growth test.

MAP data shows insight into the growth of all students, both low and high achievers. We use the NWEA norm study tools to measure student's learning progress in a given school year. NWEA MAP norms study is representative of our school across the nation. NWEA norms enable us to compare student achievement in a single term and across terms. The data compare our students' achievements in the past three years. Our goal is to demonstrate high-performance levels of student achievement and growth in student achievement as measured by the NWEA assessment. Examining achievement and growth gives us the most complete picture of how well our students learn. Analyzing the anchor data of these state tests help us understand areas of relative strength and weakness in our curriculum and instruction. The MAP data provide information for educators to consider when improving curriculum and instruction to increase student learning. Although our students show some growth in Math in MAP results, we need to continue with our strategies to increase our student's growth to reach desired progress. We will revisit our action plan to ensure we reach our growth target.

Reading Comprehension has been the main focus for MSA-4 in the past three years. We have been utilizing our Advisory classes for students to read and improve their reading comprehension.

MSA-4 provides a college preparatory educational program emphasizing science, technology, engineering, arts, and math in a safe environment that cultivates respect for self and others. Students who demonstrate high achievement, interest, and/or ability are allowed a rigorous learning environment through Honors courses, AP courses, and dual enrollment courses. As we encourage our students to have an accredited college/university/post-secondary institution ("college") course-taking experience as early as possible, we also need to ensure it is successful and complements the rigorous course of studies offered at MSA-4.

We are aligning all Social Emotional Learning (SEL) instruction and launching our focus on teaching students about emotional control and self-regulation through The Zones of Regulation (ZoR) curriculum. MSA-4 designed an implementation plan including who will facilitate lessons/activities with students, during what time of day, and what frequency of lessons. MSA-4 chose to lead lessons daily during Advisory.

All families were informed of our new curriculum implementation using Parent Square's parent/stakeholder notification system. The initial reception has been positive as families agree that helping to build students' self-awareness skills is critical for academic and social success. MSA-4's ZoR implementation team, led by our Assistant Principal, continues to monitor the progress of the implementation plan and the support needed for success. During the 2022-2023 school year, MSA-4 hired a Counselor focusing on Socioemotional Learning to support students as they transition to in-person learning. The Counselor provides one-on-one counseling sessions to students identified by teachers and staff to ensure our students' well-being.

Magnolia Science Academy 4 is participating in the MTSS training via Alludo in collaboration with the Orange County Department of Education, thanks to an implementation grant awarded by MPS. It will improve our knowledge and practices for implementing the CA MTSS framework. Teachers and staff are completing MTSS Pathway Certification coursework through the Alludo LMS, which requires teachers and staff to actively implement learned strategies in their classroom in order to complete Badge activities. Teachers are receiving instruction on the following MTSS domains: Whole Child Domains such as Inclusive Academic Instruction, Inclusive Behavior Instruction; and Inclusive Transformative Social-Emotional Instruction; and Mental Health Support Features; and Essential Domains and Features to Support the Whole Child: Administrative Leadership; integrated supports; family and community engagement; inclusive policy structure and practice.

Magnolia Science Academy 4 has worked to implement SOAR school-wide to encourage positive behavior.

S = Strive for Success;

O = Own your actions;

A = Act with patience; and

R = Respect others.

Students can use this as a guide for how to behave in and out of the classroom in a productive manner.

Magnolia Science Academy 4 is implementing Kickboard in order to use PBIS better and, more specifically, acknowledge and reward positive behavior at school. Kickboard is helping our students and staff to monitor effective intervention solutions to help students with social-emotional and behavioral needs. MSA-4 staff recognizes students' positive behavior by dispensing Kickboard points, which can then later be used to purchase various incentives from the school's SOAR Store.

Magnolia Science Academy 4 also implemented the +Me Project with grade cohorts in order to help students with social-emotional learning and character education. During this project, grade cohorts were able to work on developing and sharing their unique voice and story in order to develop a deeper understanding of empathy for themselves and each other. Students worked with mentors on these skills in a collaborative, safe environment that fostered positive growth and social development.

Magnolia Science Academy 4 also has a part-time social worker doing bi-weekly social-emotional learning lessons with grade-level cohorts to work on developing age-appropriate skills each student group needs. They also provide one-on-one counseling to students that need additional support in this area.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

In order to promote learning and provide a more positive learning experience for our students, MSA-4 has established a culture of gathering input from parents, students, staff, community members, and other educational partners through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all educational partners are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

Information/input sessions include PAC/Parent Task Force (PTF) meetings, Parent Advisory Committee (PAC) meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and PAC also serve as our parent advisory committee for LCAP. These committees provide representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee provides valuable input for the new LCAP. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical educational partners.

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress, a school plan with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our educational partners. These include 8 PTF meetings, 8 PAC meetings, at least 15 parent activities/events including weekly staff meetings, and other educational partner meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement.

A summary of the feedback provided by specific educational partners.

Here are some of the feedback from stakeholders through meetings and stakeholder surveys.

PTF/PAC Feedback:

Glows:

All stakeholders are happy to be part of a small and family-like environment. Many students and parents emphasized the support that students receive from teachers. Here are some of the comments our stakeholders made about MSA-4. The following are some glows that are being vocalized by all stakeholders.

- MSA-4 provides a family-like environment.
- All staff are caring, supportive.
- MSA-4 offers effective communication with parents.
- Teachers provide individualized attention and flexibility.

Grows:

MSA-4 educational partners suggested growth in the following areas:

- Parent involvement.
- Facilities.
- Limited classes and activities (sports and music).
- Improvement in instructional strategies to check for understanding

SELPA Feedback:

Our SELPA recommendation included a series of guiding questions to facilitate the process and ensure specific metrics related to academic and socioemotional supports are provided to all students, especially students with disabilities. Based on these recommendations, Goal 2, Action 5 summarizes supports and services for students with disabilities. Further work will continue in this area to ensure the embedment of SEP goals/plans in order to have a centralized plan that is accessible to all educational partners.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The LCAP Committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

- Improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers
- Increasing college preparedness by offering a college planning and career exploration program for students early on, strengthening existing “Advisory” programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses
- Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Other input includes improving school facilities and the lunch program.



Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 2		2023-24: 0
Percentage of students without access to their own copies of standards-	2020-21: 0%	2021-22: 0%	2022-23: 0%		2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)					
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 0		2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 85.0%	2021-22: (Spring 2021 to Fall 2021) 71%	2022-23: (Fall 2021 to Fall 2022) 90% This metric has been updated to measure from fall to fall.		2023-24: (Fall 2022 to Fall 2023) 85.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 95.0%	2021-22: (As of 5/12/22) 96.2%	2022-23: (As of 5/12/23) 96.4%		2023-24: 95.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials	\$10,300.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
1.2	Instructional materials and technology	<p>Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to the standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p>	\$84,627.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
1.3	Clean and safe facilities that support learning	<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with the stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security</p>	\$176,413.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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	Healthy and nutritious meals	<p>Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$8,000.00	Yes
1.5	Well-orchestrated Home Office support services	<p>The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home</p>	\$96,634.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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>		

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

For Goal 1, there has been no significant difference between planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1
 Budgeted \$10,300.00
 Actual \$10,300.00

For Goal 1, Action 1, there has been no significant difference between budgeted expenditures and estimated actual expenditures as of June 2023.

Goal 1 Action 2
 Budgeted \$84,627.00
 Actual \$104,431.05

For Goal 1, Action 2, during the COVID-19 pandemic, the MSA 4 team created budgeting plans based on 2021-2022 economic status. However, the inflation that took place in the 2022-2023 school year drastically impacted the budgeted amount of spending for instructional

materials. In addition, due the pandemic, there were a variety of promotional rates provided by different vendors and companies, yet, we noticed inflated rates for these subscriptions as well.

Goal 1 Action 3
 Budgeted \$176,413.00
 Actual \$219,716.36

For Goal 1, Action 3, the MSA 4 team spent the budgeted funding as directed, however, there was a revision to one of the predetermined expenditures. The MSA 4 team developed a transportation partnership with MSA 6 in order to provide our families with an additional opportunity to have students arrive at our facilities. This was done to improve truancy and overall attendance. Unfortunately, we had several tardy incidents, and cases in which the bus would leave our students behind, as a result, the MSA 4 team decided to simply establish their own bus route without the need to wait for MSA 6 to complete their rounds. This unprecedented amount is a great contributing factor to these budgetary differences.

Goal 1 Action 4
 Budgeted \$8,000.00
 Actual \$8,000.00

For Goal 1, Action 4, there has been no significant difference between budgeted expenditures and estimated actual expenditures as of June 2023.

Goal 1 Action 5
 Budgeted \$96,634.00
 Actual \$224,146.03

For Goal 1, Action 5, the MSA 4 team found itself requesting long-term substitute teachers from the company Scoot due to unprecedented long-term absences from our teaching staff throughout both semesters.

An explanation of how effective the specific actions were in making progress toward the goal.

The MSA 4 team has reflected that within Goal 1, our actions align with the required expectations of the four metrics listed below:

- 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)
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)

- Teacher retention rate (Source: HRIS)
- Teacher attendance rate (Source: HRIS)

The one metric within goal one that required further analysis would be metric number one. This states, “Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)”. Our Credentialed Spanish teacher transitioned to another Magnolia school at the end of the first semester, due to a scarcity in finding credentialed Spanish teachers, the MSA 4 team needed to provide a long-term substitute teacher for this position. This urgent decision making resulted in the progress rating for this metric.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on the teacher shortage, the MSA 4 team started the hiring process with an abundant amount of anticipation for the 2023-2024 school year. The hiring of teachers began in April 2023. Additionally, we worked closely with the home office team, to improve and boost the salary scale for the incoming school year in order to become a marketable salary competitive school for highly qualified teachers. Additionally, the MSA 4 team is working on the 2023-2024 Master Schedule to ease the workload of our staff members to improve the retention and teacher attendance rate. The MSA 4 and Home Office Academic team are working closely to purchase a new math curriculum for the incoming academic year. Lastly, we are working on professional development/learning as well as social-emotional activities for our teacher to promote their academic/mental balance.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%		2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Source: Local Indicator Priority 7, SIS)					
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%		2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%		2023-24: 100%
Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	2020-21: (As of 5/7/21) 88%	2021-22: (As of 5/13/22) 113%	2022-23: (As of 5/12/23) 100%		2023-24: 100%
Percentage of students who have	2020-21: (First semester)	2021-22: (First semester)	2022-23: (First semester)		2023-24: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
received a grade of “C” or better (or performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)	79%	82%	86.0%		
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 151.6	2021-22: (As of 5/13/22) 191.9	This metric will be retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24.		2023-24: 60.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 27.12% Socioeconomically Disadvantaged: 27.08% Students with Disabilities: 18.75% African American: 36.36% 	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	2021-22: <ul style="list-style-type: none"> All Students: 37.50% Socioeconomically Disadvantaged: 33.33% Students with Disabilities: 0.00% Asian: XX.XX% Hispanic: XX.XX% 		2022-23: <ul style="list-style-type: none"> All Students: 38.00% Socioeconomically Disadvantaged: 33.00% Students with Disabilities: 22.00% African American: 40.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Hispanic: 23.41% 	<p>(IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> All Students: 56.52% English Learners: N/A Students with Disabilities: 37.50% Hispanic: 47.06% White: 100.00% <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> All Students: 45.11% 	<ul style="list-style-type: none"> White: XX.XX% <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 2022-23 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> All Students: XX.XX% English Learners: XX.XX% Students with Disabilities: XX.XX% Hispanic: XX.XX% White: XX.XX% 		<ul style="list-style-type: none"> Hispanic: 30.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			IAB ELA Level 3 and 4 Projection (5/12/23) 51.11%: <ul style="list-style-type: none"> All Students: XX.XX% 		
Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: (2019 Dashboard) <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 	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 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 68.5% 	2021-22: (2022 Dashboard) <ul style="list-style-type: none"> All Students: 15.4 points below standard English Learners:* Socioeconomically Disadvantaged: 19.3 points below standard Students with Disabilities: * Asian: XX.X points above standard Hispanic: 41.5 points below standard White: XX.X points above standard 		2022-23: (2023 Dashboard) <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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Hispanic: 63.0 points below standard 	<ul style="list-style-type: none"> English Learners: N/A Students with Disabilities: 64.0% Hispanic: 65.6% White: N/A 			<ul style="list-style-type: none"> Hispanic: 55.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> All Students: 74.3% Socioeconomically Disadvantaged: 75.0% Students with Disabilities: 68.2% Hispanic: 79.3% 	Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 68.5% English Learners: N/A Students with Disabilities: 64.0% Hispanic: 65.6% White: N/A 	Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: XX.X% English Learners: XX.X% Students with Disabilities: XX.X% Hispanic: XX.X% White: XX.X% 		2023-24: <ul style="list-style-type: none"> All Students: 75.0% Socioeconomically Disadvantaged: 75.0% Students with Disabilities: 75.0% Hispanic: 75.0%
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% 	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: <ul style="list-style-type: none"> All Students: 25.00% Socioeconomically Disadvantaged: 19.05% 		2022-23: <ul style="list-style-type: none"> All Students: 15.00% Socioeconomically Disadvantaged: 17.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • Students with Disabilities: 12.50% • African American: 9.09% • Hispanic: 8.51% 	<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-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> • All Students: 39.13% • English Learners: N/A • Students with Disabilities: 0.00% • Hispanic: 35.29% • White: 100.00% <p>IAB Math Level 3 and 4 Projection (5/13/22):</p>	<ul style="list-style-type: none"> • Students with Disabilities: 0.00% • Asian: XX.XX% • Hispanic: XX.XX% • White: XX.XX% <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 2022-23 CAASPP-Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> • All Students: XX.XX% • English Learners: XX.XX% 		<ul style="list-style-type: none"> • Students with Disabilities: 17.00% • African American: 15.00% • Hispanic: 15.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> All Students: 38.53% 	<ul style="list-style-type: none"> Students with Disabilities: XX.XX% Hispanic: XX.XX% White: XX.XX% <p>IAB MATH Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> All Students: 54.69% 		
<p>Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)</p>	<p>2018-19: (2019 Dashboard)</p> <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 	<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 2021 to Spring 2022.</p>	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> All Students: 81.4 points below standard English Learners: * Socioeconomically Disadvantaged: 98.0 points below standard Students with Disabilities: XX.X points below standard African American: * 		<p>2022-23: (2023 Dashboard)</p> <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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>below standard</p> <ul style="list-style-type: none"> African American: 139.7 points below standard Hispanic: 133.6 points below standard 	<p>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth</p> <p>Projection:</p> <ul style="list-style-type: none"> All Students: 75.7% English Learners: N/A Students with Disabilities: 84.0% Hispanic: 75.8% White: N/A 	<ul style="list-style-type: none"> Hispanic: 121.5 points below standard 		<p>below standard</p> <ul style="list-style-type: none"> African American: 110.0 points below standard Hispanic: 110.0 points below standard
<p>Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</p>	<p>2020-21:</p> <ul style="list-style-type: none"> All Students: 73.5% English Learners: 70.0% Socioeconomically Disadvantaged: 74.2% Students with Disabilities: 76.2% Hispanic: 71.4% 	<p>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth</p> <p>Projection:</p> <ul style="list-style-type: none"> All Students: 75.7% English Learners: N/A Students with Disabilities: 84.0% Hispanic: 75.8% White: N/A 	<p>Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth</p> <p>Projection:</p> <ul style="list-style-type: none"> All Students: XX.X% English Learners: XX.X% Students with Disabilities: XX.X% Hispanic: XX.X% White: XX.X% 		<p>2023-24:</p> <ul style="list-style-type: none"> All Students: 75.0% English Learners: 75.0% Socioeconomically Disadvantaged: 75.0% Students with Disabilities: 75.0% Hispanic: 75.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: (2019 Dashboard) 28.6%	2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. 2022 ELPAC Percentage of Students at Each Performance Level: <ul style="list-style-type: none"> • Level 4: 17.65% • Level 3: 47.05% • Level 3: 29.41% • Level 1: 5.88% 	2021-22: (2022 Dashboard) 56.3%		2022-23: (2023 Dashboard) 35.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 0.00%	2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 17.65%	2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 17.65%		2023-24: 17.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 5.00% Socioeconomically Disadvantaged: 3.50% Students with Disabilities: 0.00% African American: 5.88% Hispanic: 3.39% 	CAST assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: <ul style="list-style-type: none"> All Students: 14.00% Socioeconomically Disadvantaged: 11.63% Students with Disabilities: 0.00% Hispanic: XX.XX% 		2022-23: <ul style="list-style-type: none"> All Students: 15.00% Socioeconomically Disadvantaged: 15.00% Students with Disabilities: 10.00% African American: 15.00% Hispanic: 15.00%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad course of study and standards-based curriculum	<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</p>	\$711,887.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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 stipends for after-school and Saturday School: Resource: Title I, Part A; Amount: \$34,819 		
2.2	Professional development for high-quality instruction	<p>Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p>	\$27,131.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: \$5,131 		
2.3	MTSS - Academic enrichment, intervention, and student support	<p>Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: Assistant Principal salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, IXL, and myON.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Teacher stipends for Study Hour: Resource: Title I, Part A; Amount: \$7,075 	\$220,902.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Admin stipends for Saturday school: Resource: Title I, Part A; Amount: \$5,000 • NWEA MAP testing fees: Resource: Title I, Part A; Amount: \$1,300 • Evidence-based supplemental intervention/enrichment program fees (for the programs listed in the expenditures description above): Resource: Title I, Part A; Amount: \$12,930 		
2.4	Designated and integrated ELD programs	<p>Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: EL coordinator stipend</p>		Yes

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds:N/A		
2.5	Support for students with disabilities	<p>Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$123,250.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

For Goal 2, there has been a difference between planned actions and the actual implementation of these actions. The MSA 4 team saw the need to support our novice teachers with an instructional coach that supported them closely throughout the fall semester. This decision was made within the 2022-2023 school year and was not previously budgeted into our plans and goals.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1
Budgeted \$711,887.00
Actual \$749,110.20

For Goal 2, Action 1, the MSA 4 team can reflect on this budgetary change by supporting our team members through various actions. Among this, we conducted several teacher reimbursements to promote our educators' professional growth. Additionally, we saw the need to support our novice teachers with an instructional coach that supported them closely throughout the fall semester. This decision was made within the 2022-2023 school year and was not previously budgeted into our plans and goals. The MSA 4 team found itself requesting long-term substitute teachers from the company Scoot due to unprecedented long-term absences from our teaching staff throughout both semesters. This drastically increased our spending for this academic year.

Goal 2 Action 2
Budgeted \$27,131.00
Actual \$30,631.00

For Goal 2, Action 2, there has been no significant difference between budgeted expenditures and estimated actual expenditures as of June 2023.

Goal 2 Action 3
Budgeted \$220,902.00
Actual \$225,538.33

For Goal 2, Action 3, there has been no significant difference between budgeted expenditures and estimated actual expenditures as of June 2023.

Goal 2 Action 4

Budgeted \$-
Actual \$-

For Goal 2, Action 4, there has been no significant difference between budgeted expenditures and estimated actual expenditures as of June 2023.

Goal 2 Action 5
Budgeted \$123,250.00
Actual \$234,339.72

For Goal 2, Action 5, MSA 4 had budgeted \$123,250.00. However, our Estimated Actual Expenditures were \$234,339.72. This represents a difference of \$111,089.72.

The primary reasons for this difference in expenditures were the hiring of an additional paraprofessional due to the increased number of students with disabilities and an increase in the number of students who received services from outside SPED providers. These additional costs were necessary to ensure that we were able to provide the necessary support and services to our students with disabilities.

We are committed to providing the necessary support and resources to ensure the success of our students with disabilities. We will continue to monitor and adjust our expenditures as needed to achieve our LCAP goals.

An explanation of how effective the specific actions were in making progress toward the goal.

Regarding the effectiveness of our specific actions in making progress toward LCAP Goal 2: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.

Based on our outcomes as of June 2023, MSA-4 met its goals for sixteen metrics out of twenty-two metrics and showed progress in getting closer to meeting its goals for four metrics. This represents significant progress toward achieving our LCAP Goal 2.

However, we did not meet our goals for the following LCAP Goal 2 metrics: Percentage of students with disabilities and English Learners meeting their growth targets on the Measures of Academic Progress (MAP)-Reading and Math assessment from Fall 2022. We recognize that there is still work to be done in these areas and are committed to continuing our efforts to improve outcomes for these student groups.

Overall, we believe that our specific actions have been effective in making progress toward LCAP Goal 2. We will continue to monitor our progress and adjust our strategies as needed to ensure that all students have equitable access to a high-quality core curricular and instructional program and are able to make academic progress on the California Content Standards.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Regarding any changes made to our planned goal, metrics, desired outcomes, or actions for LCAP 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.

In reflecting on our prior practice, we have identified several effective strategies to increase the academic outcomes of students with disabilities and English learners. These strategies include possibly hiring a part-time SPED coordinator to help with the caseload and management, organizing professional development to improve the collaboration between general education teachers and the SPED team, improving study hour support, analyzing and improving our Saturday and summer school programs, increasing family involvement, providing training for our teachers on Multi-Tiered System of Supports (MTSS), purchasing a new math curriculum to improve student outcomes on the California Content Standards in Math, providing training for our math teachers on the new curriculum, providing training for our paraeducators on how to effectively support students and collaborate with ELA and Math teachers, and providing professional development for our teachers on block scheduling to support them in maximizing instruction.

We believe that these changes and strategies will help us to continue making progress toward achieving our LCAP Goal 2. We will continue to monitor our progress and adjust our plans as needed to ensure that all students have equitable access to a high-quality core curricular and instructional program and are able to make academic progress on the California Content Standards.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2019-20: (2020 Dashboard) 20.0%	2021 Dashboard CCI data is not available. 2021-22: (Projected as of 5/13/22) 57.7%	2022 Dashboard CCI data is not available. 2022-23: (Projected as of 5/12/23) 57.7%		2022-23: (2023 Dashboard) 60.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-	2018-19: 33.33%	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21	2021-22: 37.50% We have used the Measures of		2022-23: 40.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA/Literacy assessments (Source: CDE DataQuest)		<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>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: 56.52% <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> Grade 11 Students: 68.29% 	<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 2022-23 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: XX.XX% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> Grade 11 Students: 65.15% 		
Percentage of students in Grade 11 meeting or exceeding	2018-19: 9.52%	CAASPP-Mathematics assessments were	2021-22: 25.00%		2022-23: 30.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</p>		<p>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-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> • Grade 11 Students: 39.13% <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> • Grade 11 Students: 45.71% 	<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 2022-23 CAASPP-Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> • Grade 11 Students: XX.XX% <p>IAB Math Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> • Grade 11 Students: 52.54% 		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 40.0%	2020-21: 23.5%	2021-22: 17.6%		2022-23: 50.0%
Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2019-20: 30.0%	2020-21: 39.1%	2021-22: 30.8%		2022-23: 40.0%
Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	2020-21: (As of 5/16/21) 39.1%	2021-22: (As of 5/13/22) 50.0%	2021-22: (2022 Dashboard) 25.9% 2022-23: (As of 5/12/23) 66.7%		2022-23: (2023 Dashboard) 50.0%
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 95.5%	2020-21: 100.0% 2021-22: (As of 5/13/22) 100.0%	2021-22: (CDE DataQuest) 96.2% 2022-23: (As of 5/12/23) 100.0%		2022-23 (CDE DataQuest): 95.0%
Percentage of cohort graduates earning a	2020-21: (As of 5/16/21)	2021-22: (As of 5/13/22)	2021-22: (CDE DataQuest)		2022-23 (CDE DataQuest):

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Seal of Biliteracy (Source: CDE DataQuest)	31.8%	30.8%	26.9% 2022-23: (As of 5/12/23) 12.5%		30.0%
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 18.2%	2021-22: (As of 5/13/22) 26.9%	2021-22: (CDE DataQuest) 23.1% 2022-23: (As of 5/12/23) 50.0%		2022-23 (CDE DataQuest): 30.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2020-21: (As of 5/16/21) 50.0%	2021-22: (As of 5/13/22) 46.2%	2022-23: (As of 5/12/23) 50.0%		2023-24: 50.0%
Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	2020-21: (As of 5/16/21) 100.0%	2021-22: (As of 5/13/22) 92.0%	2022-23: (As of 5/12/23) 96.0%		2023-24: 100.0%
Percentage of high school completers accepted to a 4-year college (Source: Naviance)	2020-21: (As of 5/16/21) 68.0%	2021-22: (As of 5/13/22) 81.0%	2022-23: (As of 5/12/23) 71.0%		2023-24: 70.0%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 60.0%	Class of 2019 data is not available.	Class of 2019: 77.5% Class of 2020:		Class of 2021: 65.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			47.1%		
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 5/13/22) 12%	2022-23: (As of 5/12/23) 26%		2023-24: 15%
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%		2023-24: 100%
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%		2023-24: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	<p>Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.</p> <p>Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> College Counselor salary and benefits (partial): Resource: Title IV, Part A; Amount: \$9,553 	\$123,126.00	Yes
3.2	STEAM and GATE programs	<p>Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school</p>	\$1.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.</p> <p>Expenditures associated with this action include the following: supplemental science program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Supplemental science program fees: Resource: Title IV, Part A; Amount: \$4,000 • Science Teacher Salary and Benefits (Partial): Title IV, Part A; Amount: \$2,000 		
3.3	Digital literacy and citizenship programs	<p>Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited</p>	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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	Physical education, activity, and fitness	<p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds:N/A</p>	\$93,280.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Additional programs and activities that support well-rounded education	<p>In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$121,144.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

For Goal 1, there has been no significant difference between planned actions and the actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1
Budgeted \$123,126.00

Actual \$124,456.42

For Goal 3, Action 1, there has been no significant difference between budgeted expenditures and estimated actual expenditures as of June 2023.

Goal 3 Action 2

Budgeted \$1.00

Actual \$-

For Goal 3, Action 2, there has been no significant difference between budgeted expenditures and estimated actual expenditures as of June 2023.

Goal 3 Action 3

Budgeted \$10,000.00

Actual \$-

For Goal 3, Action 3, MSA-4 listed the expenses for this specific expenses under Goal 1 and Goal 4.

Goal 3 Action 4

Budgeted \$93,280.00

Actual \$93,969.00

For Goal 3, Action 4, there has been no significant difference between budgeted expenditures and estimated actual expenditures as of June 2023.

Goal 3 Action 5

Budgeted \$121,144.00

Actual \$66,702.79

For this action, the MSA-4 team had budgeted \$121,144.00. However, our Estimated Actual Expenditures were \$66,702.79. This represents a difference of \$54,441.21.

The primary reason for this difference in expenditures is due to several of our teachers using leave of absence during the 2022-23 school year. Additionally, we were unable to fill one of our open positions because of the teacher shortage in California. As a result, MSA-4 spent less money than anticipated for Goal 3 Action 5.

An explanation of how effective the specific actions were in making progress toward the goal.

This goal aims to support MSA-4's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. To achieve this vision, we have designed educational experiences emphasizing innovation and critical thinking and implemented a rigorous, relevant, and college preparatory curriculum with a STEAM emphasis. We have also promoted the benefits of a physically active lifestyle and incorporated essential health education concepts into our physical education program. In addition, we have strived to offer additional programs such as elective college courses and clubs and established partnerships with the colleges to provide a well-rounded education to our students.

MSA-4 diligently implemented all the actions planned for this goal. However, our standardized student outcomes were unexpected due to some of our teachers' long-term leave of absence. Overall, MSA-4 met its goals in 13 metrics, showed growth in one metric, and did not meet its goal in one metric out of 16 metrics. The only metric that MSA-4 did not meet its goal is the Percentage of cohort graduates earning a Seal of Biliteracy. This is due to the decline in the number of students who took the AP Spanish test and low passing rates on the AP Spanish and CAASPP ELA tests.

Our specific actions have been effective in making progress toward LCAP Goal 3. We will continue to monitor our progress and adjust our strategies to ensure all students have access to a well-rounded education supporting their readiness for college and the global world.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on our reflections on prior practice, we have identified several changes that we plan to make to our planned goal 3, metrics, desired outcomes, or actions for the coming year. MSA-4 met its goals for 13 out of 16 metrics. We plan to adjust and improve our current actions to meet our goals for the other 3 metrics. Additionally, we may hire a part-time SPED coordinator to increase the support provided to our students with disabilities. We are also planning to hire a part-time multiple-subject teacher to serve our middle school students better.

We believe that these changes will help us to continue making progress toward achieving our LCAP 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.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 4/16/21) 4	2021-22: (As of 5/13/22) 5	This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings.		2023-24: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 4/16/21) 1	2021-22: (As of 5/13/22) 4	2022-23: (As of 5/12/23) 4		2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 4/16/21) 9	2021-22: (As of 5/13/22) 9	2022-23: (As of 5/12/23) 6		2023-24: 8
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 4/16/21) 25	2021-22: (As of 5/13/22) 20	2022-23: (As of 5/12/23) 15		2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: 4	2022-23: 4		2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 45.0%	2021-22: (As of 5/13/22) 32.1%	2022-23: (As of 5/12/23) 59.8%		2023-24: 25.0%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 95.62%	2021-22: (P-2 ADA) 78.81%	2022-23: (P-2 ADA) 89.24%		2023-24: 96.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 13.7%	2021-22: (As of 5/13/22) 50.9%	2021-22: (2022 Dashboard) N/A 2022-23: (As of 5/12/23) 42.9%		2023-24: 9.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) N/A	2021-22: (As of 5/13/22) N/A	2022-23: (As of 5/12/23) N/A		2023-24: N/A
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 10.0%	2020-21: 0.0%	2021-22: (CDE DataQuest) 0.0% 2022-23: 0.0%		2022-23: (CDE DataQuest) 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 85.0%	2020-21: (2021 Dashboard) 100.0%	2021-22: (2022 Dashboard) 96.3% 2022-23: (As of 5/12/23) 100.0%		2022-23: (2023 Dashboard) 100.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 5/13/22) 2.5%	2021-22: (2022 Dashboard) 2.5% 2022-23: (As of 5/12/23) 5.7%		2022-23: (2023 Dashboard) 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 5/13/22) 0.00%	2021-22: (CDE DataQuest) 0.0%		2022-23: (CDE DataQuest) 0.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			2022-23: (As of 5/12/23) 0.0%		
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 100.0% Families: 83.3% Staff: 100.0%	2021-22: Students: 100.0% Families: 95.8% Staff: 100.0%	2022-23: Students: 100.0% Families: 100.0% Staff: 100.0%		2023-24: Students: 95.0% Families: 80.0% Staff: 100.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 79% Families: 98% Staff: 92%	2021-22: Students: 74.0% Families: 98.0% Staff: 89.0%	2022-23: Students: 64% Families: 96% Staff: 85%		2023-24: Students: 80% Families: 95% Staff: 90%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 83%	2021-22: (Spring 2021 to Fall 2021) 97.0%	2022-23: (Spring 2022 to Fall 2022) 92%		2023-24: (Spring 2023 to Fall 2023) 85.0%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Seeking family input for decision making	Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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	Building partnerships with families for student outcomes	<p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent</p>	\$115,161.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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 • Home Visit Compensation: Resource: Title I, Part A: Amount: \$4226 		
4.3	MTSS - PBIS and SEL support	<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize</p>	\$270,720.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Assistant Principal salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.</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: \$1,145 • Salary and Benefits of Social Worker (Partial): Resource: Title I, Part A: Amount: \$6,231 		
4.4	Annual stakeholder surveys	Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides	\$500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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	Community outreach and partnerships	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$218,659.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This goal was improved by achieving 100% participation rate in all categories for staff, students, and families. The Magnolia Science Academy 4 team observed full participation in our students and staff survey response rates from the 2022 and 2023 surveys, indicating maintaining a successful 100% participation rate in student staff categories. We improved family participation by a 4.2 increase to a full 100% percent in the Spring of 2023. These changes were contributed to our incredibly involved tactics to ensure our parents were responsive in this progress. Our team worked cohesively to ensure all parents were contacted and supported through the survey collection.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1
Budgeted \$-
Actual \$-

For Goal 4, Action 1, the MSA 4 team noted there has been no significant difference between budgeted expenditures and estimated actual expenditures as of June 2023.

Goal 4 Action 2
Budgeted \$115,161.00
Actual \$115,465.41

For Goal 4, Action 2, the MSA 4 team noted there has been no significant difference between budgeted expenditures and estimated actual expenditures as of June 2023.

Goal 4 Action 3
Budgeted \$270,720.00
Actual \$93,131.97

For this action, the MSA-4 team had budgeted \$270,720. However, our Estimated Actual Expenditures were \$93,131.97 This represents a difference of \$177,589.

The primary reason for this difference in expenditures is due to several of our teachers using leave of absence during the 2022-23 school year. Additionally, we were unable to fill one of our open positions because of the teacher shortage in California. As a result, MSA-4 spent less money than anticipated for Goal 4 Action 3—additionally, some of these expences under various other Goals.

Goal 4 Action 4
 Budgeted \$500.00
 Actual \$500.00

For Goal 4, Action 4, the MSA 4 team noted there has been no significant difference between budgeted expenditures and estimated actual expenditures as of June 2023.

Goal 4 Action 5
 Budgeted \$218,659.00
 Actual \$202,840.46

For Goal 4, Action 5, the MSA 4 team noted there has been no significant difference between budgeted expenditures and estimated actual expenditures as of June 2023.

An explanation of how effective the specific actions were in making progress toward the goal.

The Magnolia Science Academy 4 team observed that our approval rates are closely aligned to the MPS average. Some of these highlights include responses in which our students had to explain what they would suggest changing in our school, and many of them stated they would change nothing and like the environment as it is. Additional highlights from the free responses in all of our educational partners include, communication (parents), a supportive, friendly, and welcoming staff (parents, staff, and students), a school environment that allows one-on-one attention (parents and students) and a safe school environment (parents).

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The Magnolia Science Academy 4 team observed that some areas requiring significant improvement include facilities, pupil relationships with their peers and teachers, a sense of belonging amongst all stakeholders, and school lunch. The responses and data gathered from our rating scale questions and free responses allowed us to group these growth areas into these four main categories. These four components highlight gaps that require close attention through a series of intervention strategies. Among these approaches, the MSA-4 team plans to do so by strategies such as Check-In/Check-Out (CICO) is a behavioral intervention to provide students with immediate feedback and promote positive behavior within a PBIS. This is done through verbal or formal check-ins through any of our staff members here at MSA-4. Another example is the Daily Behavior Report Card (DBRC) is a method used to document and give feedback to students on their behavior. DBRC includes clear target behaviors, the periodic judgment of the target behavior, a system of daily monitoring, and a communication component

between school and home. This is done through what the MSA-4 team calls the pink/red slip in which students are able to reflect on their academic and behavioral progress upon teacher comments and feedback. Lastly, the MSA-4 team will continue to improve the development of student-teacher relationships through school-wide activities and relay races that allow our teachers and students to work together in a setting that is not always academic.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.
 A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$453,050	\$55,863.46

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.22%	0.00%	\$0.00	38.22%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

- Goal 1: Action 4: Healthy and nutritious meals

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Low-income students are eligible to receive reduced-price or free meals at school and this action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will

adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 2: Action 2: Professional development for high-quality instruction

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention, and student support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is

practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 4: Designated and integrated ELD programs

The majority of Charter School's student population consists of English Learners (EL), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect this action will result in increased academic achievement of our student groups, particularly of our ELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, Lexile growth, and EL reclassification rates as identified in our LCAP

metrics in Goal 2.

- Goal 3: Action 1: College/Career readiness programs and activities

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, and college acceptance rates as identified in our LCAP metrics in Goal 3.

- Goal 3: Action 2: STEAM and GATE programs

Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEAM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEAM curricula. Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to

quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.

- Goal 3: Action 3: Digital literacy and citizenship programs

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. With such needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.

- Goal 3: Action 4: Physical education, activity, and fitness

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity

before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, language other than English and culture, sports, visual and performing arts, community service, and others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, and college acceptance rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 4: Action 1: Seeking family input for decision making

It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessments, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. We also expect this action will result in increased parent satisfaction as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically

disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 3: MTSS - PBIS and SEL support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to

address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 4: Annual stakeholder surveys

It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage stakeholders in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage stakeholders in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and

safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

- Goal 4: Action 5: Community outreach and partnerships

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We

also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Charter School will increase or improve services provided for unduplicated students by at least the percentage calculated as compared to the services provided for all students in the LCAP year. Services are increased (in quantity) or improved (in quality) by those actions in our LCAP that are included in the Goals and Actions section as "contributing" to the increased or improved services requirement. We expect that these actions will result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services we provide to all students. Charter School will increase or improve services for our unduplicated students through the following actions:

- Goal 1: Action 4: Healthy and nutritious meals

Low-income students are eligible to receive reduced-price or free meals at school. Charter School will maintain nutrition education resources and promote healthy food and beverage choices for all students throughout the campus, as well as encourage participation in school meal programs. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes.

- Goal 2: Action 2: Professional development for high-quality instruction

Professional development will occur at the MPS organizational level and within the school. In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention and student support

Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) These student supports and interventions will provide increased and improved services for all our unduplicated students who would need the extra support and attention.

- Goal 2: Action 4: Designated and integrated ELD programs

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

- Goal 3: Action 1: College/Career readiness programs and activities

Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints.

- Goal 3: Action 2: STEAM and GATE programs

Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities.

- Goal 3: Action 3: Digital literacy and citizenship programs

Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy

classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students by expanding their knowledge and skills in an ever-evolving digital world.

- Goal 3: Action 4: Physical education, activity, and fitness

Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. These activities will result in increased and improved services, particularly for our low-income students who may not have a physically active and healthy lifestyle.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students.

- Goal 4: Action 1: Seeking family input for decision making

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

- Goal 4: Action 2: Building partnerships with families for student outcomes

Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 3: MTSS - PBIS and SEL support

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

- Goal 4: Action 4: Annual stakeholder surveys

Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes,

how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families.

- Goal 4: Action 5: Community outreach and partnerships

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

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

For the 2022-23 academic year, MSA-4 will keep those employees who were hired with those additional concentration grant add-on funds.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,208,278.00	\$612,105.00	\$4,790.00	\$586,562.00	\$2,411,735.00	\$1,788,912.00	\$622,823.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Teacher assignments and credentials	All	\$10,300.00				\$10,300.00
1	1.2	Instructional materials and technology	All	\$82,627.00	\$2,000.00			\$84,627.00
1	1.3	Clean and safe facilities that support learning	All	\$176,413.00				\$176,413.00
1	1.4	Healthy and nutritious meals	Low Income	\$8,000.00				\$8,000.00
1	1.5	Well-orchestrated Home Office support services	All	\$92,529.00			\$4,105.00	\$96,634.00
2	2.1	Broad course of study and standards-based curriculum	All	\$441,346.00	\$3,623.00		\$266,918.00	\$711,887.00
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	\$2,000.00	\$20,000.00		\$5,131.00	\$27,131.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	\$133,882.00	\$10,000.00		\$77,020.00	\$220,902.00
2	2.4	Designated and integrated ELD programs	English Learners					
2	2.5	Support for students with disabilities	Students with Disabilities		\$102,343.00		\$20,907.00	\$123,250.00
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	\$43,881.00	\$64,792.00		\$14,453.00	\$123,126.00
3	3.2	STEAM and GATE programs	English Learners Foster Youth	\$1.00				\$1.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
3	3.4	Physical education, activity, and fitness	Low Income	\$5,000.00		\$4,790.00	\$83,490.00	\$93,280.00
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	\$105,283.00	\$15,861.00			\$121,144.00
4	4.1	Seeking family input for decision making	English Learners Foster Youth Low Income					
4	4.2	Building partnerships with families for student outcomes	English Learners Foster Youth Low Income	\$8,000.00			\$107,161.00	\$115,161.00
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	\$76,016.00	\$187,327.00		\$7,377.00	\$270,720.00
4	4.4	Annual stakeholder surveys	English Learners Foster Youth Low Income	\$500.00				\$500.00
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	\$12,500.00	\$206,159.00			\$218,659.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$1,185,447	\$453,050	38.22%	0.00%	38.22%	\$405,063.00	0.00%	34.17 %	Total:	\$405,063.00
								LEA-wide Total:	\$405,063.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	\$8,000.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$133,882.00	
2	2.4	Designated and integrated ELD programs	Yes	LEA-wide	English Learners	All Schools		
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$43,881.00	
3	3.2	STEAM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1.00	
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$10,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	\$5,000.00	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$105,283.00	
4	4.1	Seeking family input for decision making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.2	Building partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,000.00	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$76,016.00	
4	4.4	Annual stakeholder surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500.00	
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,500.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,411,735.00	\$2,503,278.74

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher assignments and credentials	No	\$10,300.00	\$10,300.00
1	1.2	Instructional materials and technology	No	\$84,627.00	\$104,431.05
1	1.3	Clean and safe facilities that support learning	No	\$176,413.00	\$219,716.36
1	1.4	Healthy and nutritious meals	Yes	\$8,000.00	\$8,000.00
1	1.5	Well-orchestrated Home Office support services	No	\$96,634.00	\$224,146.03
2	2.1	Broad course of study and standards-based curriculum	No	\$711,887.00	\$749,110.20
2	2.2	Professional development for high-quality instruction	Yes	\$27,131.00	\$30,631.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$220,902.00	\$225,538.33
2	2.4	Designated and integrated ELD programs	Yes		
2	2.5	Support for students with disabilities	No	\$123,250.00	\$234,339.72

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	College/Career readiness programs and activities	Yes	\$123,126.00	\$124,456.42
3	3.2	STEAM and GATE programs	Yes	\$1.00	
3	3.3	Digital literacy and citizenship programs	Yes	\$10,000.00	
3	3.4	Physical education, activity, and fitness	Yes	\$93,280.00	\$93,969.00
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$121,144.00	\$66,702.79
4	4.1	Seeking family input for decision making	Yes		
4	4.2	Building partnerships with families for student outcomes	Yes	\$115,161.00	\$115,465.41
4	4.3	MTSS - PBIS and SEL support	Yes	\$270,720.00	\$93,131.97
4	4.4	Annual stakeholder surveys	Yes	\$500.00	\$500.00
4	4.5	Community outreach and partnerships	Yes	\$218,659.00	\$202,840.46

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$405,063.00	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	\$8,000.00			
2	2.2	Professional development for high-quality instruction	Yes	\$2,000.00			
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$133,882.00			
2	2.4	Designated and integrated ELD programs	Yes				
3	3.1	College/Career readiness programs and activities	Yes	\$43,881.00			
3	3.2	STEAM and GATE programs	Yes	\$1.00			
3	3.3	Digital literacy and citizenship programs	Yes	\$10,000.00			
3	3.4	Physical education, activity, and fitness	Yes	\$5,000.00			
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$105,283.00			
4	4.1	Seeking family input for decision making	Yes				
4	4.2	Building partnerships with families for student outcomes	Yes	\$8,000.00			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	MTSS - PBIS and SEL support	Yes	\$76,016.00			
4	4.4	Annual stakeholder surveys	Yes	\$500.00			
4	4.5	Community outreach and partnerships	Yes	\$12,500.00			

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$956,116.00		0.00%	0.00%	\$0.00	0.00%	0.00%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Los Angeles County Office of Education	Ali Kaplan Principal	akaplan@magnoliapublicschools.org (818) 705-5676

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Magnolia Science Academy-5, which has 238 students in grades 6-12, primarily caters to students from Reseda, CA, and nearby areas. The communities served by MSA-5 have a significant immigrant population, with many households where a language other than English is spoken. The families in these neighborhoods often face economic difficulties. MSA-5 has a diverse student body, with 89.1% Hispanic/Latino, 3.8% White, 2.1% Asian, and 2.9% Filipino students. Out of the 238 students, 88.2% come from socioeconomically disadvantaged backgrounds, 14.7% receive special education services, and 33.2% are English learners.

MPS aims to graduate students from historically marginalized neighborhoods as scientifically inclined individuals who contribute to the global community as socially responsible and educated members of society. We provide a comprehensive learning experience that addresses the unique needs of our students through effective on-site instruction, engaging hands-on learning, and foundational skills taught in ways that are relevant and inspiring. In addition to classroom teaching, MSA-5 offers tutoring, after-school programs, and connections to universities to further support the students' educational journey.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Areas that we are most proud of are the following on CA School Dashboard 2022

- With 237 enrollment, 93.1% Socioeconomically Disadvantaged, 32% English Learners and 0.4% Foster Youth
- Chronic Absenteeism is very high
- Suspension Rate is very low for all students and subgroups.

- English Learner Progress is very high; 67.7% making progress towards English language proficiency
- Graduation Rate has no indicator due to being numerically insignificant. However, 100% of students graduated
- College and Career have no indicator due to being numerically insignificant.
- English Language Arts is medium, 2.8 points below standard, the proficiency level is maintained around the same rate.
- Mathematics is low, 67 points below standard; the proficiency level is dropped.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The percentage of English Learners at MSA-5 has grown from 32% in 2021 to 33.8% in 2022. To support these students, we offer comprehensive assistance in both Math and ELA through programs such as summer school, Saturday school, structured English Language Development (ELD) classes, and tutoring. As our population of English learners (ELs) and immigrant students continues to grow, we are dedicated to providing the necessary support to these subgroups.

Chronic absenteeism has been a persistent challenge, with rates remaining above 30% even after the pandemic. Our Average Daily Attendance (ADA) currently stands at around 90%, but we strive to further improve our ADA.

MSA-5 has purchased a land as permanent location and is in the process of the architectural design and permitting process as of Spring 2023. Currently, we are sharing facilities with MSA-1 since July 2021, and we aim to move into a dedicated location for our school within next 2-3 years. To support these students, we offer comprehensive assistance in both Math and ELA through programs such as summer school, Saturday school, structured English Language Development (ELD) classes, and tutoring.

Special Education students require additional attention due to CCEIS, and we recognize the need for more professional development to effectively teach students with disabilities. To address this, we provide more math tutoring opportunities using Title I funds, Saturday school, Power Math, and after-school tutoring for all struggling subgroups.

While most of our student groups demonstrated growth in Math and ELA, a significant portion still fell into the low or very low proficiency categories. To continue supporting these students, MSA-5 plans to offer various forms of assistance, including after-school tutoring, Saturday School, Summer Academy, Power classes, and one-on-one tutoring with staff. Additionally, we will provide ongoing professional development to our team on differentiated instruction, Response to Intervention (RTI), and working with diverse learners. In response to the decline in math proficiency level on SBAC, MSA-5 hired a paraprofessional to support ELs and students with special needs. Moreover, MSA-5 purchased CCSS review workbooks and Gizmos to enhance intervention strategies. The enrollment for Saturday School has significantly increased and now ranges from 40 to 50 students per week.

Although the Dual Enrollment College and Career Pathway program is established, now we are specifically focusing on implementing the IGETC (Intersegmental General Education Transfer Curriculum) in 2023-24 school year.

We are in the process of establishing a Community School Model, which involves collaborating with community partners to enhance the educational experience and resources available to our students.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Charter School LCAP committee has carefully reviewed input from all stakeholders, including surveys and student performance data, to make informed decisions. Based on this input and data, several revisions and new plans have been made to enhance the existing actions and services provided by the school. Some key highlights from these revisions and plans are as follows:

- Students expressed their desire for sports programs, field trips, career days, and continued monthly student assemblies to make the school experience more engaging and enjoyable.
- The school will offer more dual enrollment classes to provide students with additional opportunities to earn college credits.
- Parents appreciated being involved in the decision-making process and emphasized the importance of continuous parent training, which will be facilitated through activities such as PAC committees
- The school recognizes the need to continue improving designated/integrated English Learner services to support the language development and academic success of these students.
- The school plans to expand after-school, Saturday school, and Summer Academy, while refining targeted intervention and tutoring programs to provide additional academic support.
- Counseling services and positive behavior intervention support will be provided to students, and a school psychologist will be hired to address their emotional and behavioral needs.
- Efforts will be made to regulate traffic flow and increase supervision during pick-up and drop-off zones to ensure student safety.
- The Charter School has also developed expected annual measurable outcomes to set targets for areas of greatest need and close performance gaps among student groups. These include reducing chronic absenteeism, improving English Language Arts and Math proficiency for all subgroups, and aiming for a 5% increase in SBAC Math proficiency while maintaining the ELA rate.
- The school aims to design an innovative and attractive new home for Los Lobos, aligning with its core values and within the projected budget.

These revisions and plans demonstrate the commitment of the Charter School to address the needs and aspirations of its students, parents, and staff while striving for academic excellence and providing a safe and engaging learning environment.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

To ensure a positive learning environment and promote student engagement, MSA-5 has established a culture of actively seeking input from various educational partners, including parents, students, staff, community members, and others. Multiple channels are used to gather this input, such as meetings, school events, surveys, newsletters, home visits, and other forms of communication. The goal is to involve all stakeholders in the process of school review, improvement, and the development of the annual LCAP.

Several information and input sessions are conducted to facilitate this process, including Parent Task Force (PTF) meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. The PTF and PAC, which include parent representatives, also serve as the parent advisory committee for the LCAP. The ELAC and other committees ensure representation of students in need, such as those from low-income backgrounds, English learners, or foster youth. The feedback gathered from these committees and meetings is invaluable in shaping the new LCAP.

Additionally, surveys are conducted for parents, students, and staff to gather their perspectives and feedback. The Charter School staff also make home visits to actively seek input and feedback from parents. These efforts aim to inform, educate, and involve all critical stakeholders in the planning and improvement process.

The Charter School has an approved charter petition that outlines measurable student outcomes and methods for assessing student progress. Furthermore, there is a WASC (Western Association of Schools and Colleges) action plan in place for continuous school improvement. As a result, the LCAP is viewed by the community as a comprehensive planning tool that draws from all other school plans and addresses both state and locally identified priorities.

Throughout the current school year, MSA-5 Los Lobos has held regular meetings to gather input from stakeholders. This includes four PTF meetings, four PAC meetings, four ELAC meetings, as well as multiple parent activities/events, including two Coffee with the Principal meetings. Staff meetings are held on a weekly basis, providing an opportunity for further collaboration and input. Additionally, a survey was conducted to assess the experiences of families, staff, and students, focusing on areas such as safety, school connectedness, and overall school culture. The majority of stakeholders participated in this survey.

Furthermore, the Charter School staff has made home visits during the school year, actively seeking feedback from parents to further inform school improvement efforts.

A summary of the feedback provided by specific educational partners.

The Parent Advisory Committee (PAC) has expressed its strong desire to secure a permanent site for the school and adding more uniform options to the current selection. They have also provided feedback to add more sports to the existing athletic programs.

Students have requested more after-school sports opportunities, continue the field trips and improve the quality of meals.

Staff members have emphasized the importance of finding a permanent site for the school and create more time collaboration and grading reducing meeting/PLC times

Parents in general would like us to introduce more programs that enhance college preparedness for both students and parents.

The English Learner Advisory Committee (ELAC) seeks to further strengthen designated English Language Development (ELD) classes and provide training to staff members to better support English learners in the classroom.

In terms of The Special Education Local Plan Area (SELPA) and being Significantly Disproportionate, MSA-5 has developed a CCEIS plan and created a targeted intervention plan as well as providing PDs to staff.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The Charter School LCAP committee has carefully reviewed input from all stakeholders and used that feedback to make revisions to existing actions and services, as well as to plan for new ones in the LCAP for the upcoming year. Here are some of the key updates that have been incorporated:

- Improvements in designated/integrated English Learner services to better support the language development and academic success of English learners.
- Expansion of after-school, Saturday school, and summer school opportunities to provide additional academic support and enrichment for students.
- Implementation of MTSS, provision of counseling and behavior support services to address the social-emotional needs of students and promote positive behavior.
- Enhancement of teacher observation and evaluation systems to ensure effective teaching practices are recognized and retained.
- Increased focus on college preparedness by implementing a college planning and career exploration program for students at an early stage, strengthening existing "Advisory" programs, offering specialized programs to increase college/career readiness and providing preparation for students to take more Advanced Placement (AP) courses and dual enrollment courses.
- Investment in effective technology tools and teacher professional development in blended learning and differentiated instruction to enhance instructional practices in the classroom.
- Expansion of STEAM-based (Science, Technology, Engineering, Arts, and Mathematics) programs and activities to foster student engagement and hands-on learning experiences.
- Improving parent involvement through Community School Grant
- In response to feedback from the El Dorado SELPA, a new action has been included in the LCAP specifically addressing the needs of students with disabilities. This action can be found in Goal 2: Action 5.

- Involving educational partners in the new facility project

These updates reflect the commitment of the Charter School to continuously improve and provide a comprehensive and inclusive education that meets the needs of all students while preparing them for college, careers, and future success.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 0		2023-24: 0
Percentage of students without access to their own copies of standards-	2020-21: 0%	2021-22: 0%	2022-23: 0%		2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)					
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 0		2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 93.0%	2021-22: (Spring 2021 to Fall 2021) 93%	2022-23: (Fall 2021 to Fall 2022) 75% This metric has been updated to measure from fall to fall.		2023-24: (Fall 2022 to Fall 2023) 90.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 99.0%	2021-22: (As of 5/12/22) 94.8%	2022-23: (As of 5/12/23) 95.8%		2023-24: 97.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials	\$16,750.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
1.2	Instructional materials and technology	<p>Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p>	\$198,825.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Title II, Purchased ADOBE software under 5940 Technology (\$909) 		
1.3	Clean and safe facilities that support learning	<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial</p>	\$310,204.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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>		
1.4	Healthy and nutritious meals	<p>Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$14,000.00	Yes
1.5	Well-orchestrated Home Office support services	<p>The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter</p>	\$285,080.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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>		

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 1 Action 1:

To ensure that all teachers at MSA-5 are appropriately assigned to their teaching credentials, we addressed the current credentialing situation where three teachers have permits to teach additional subjects beyond their authorized teaching credentials. Two of the with permits teachers are enrolled in credentialing programs.

Goal 1 Action 2:

During this school year, MSA-5 has expanded its program offerings by incorporating new subscriptions to platforms such as IXL and Vocabulary.com. Additionally, we have renewed subscriptions with previous applications like Gimkit, Quizziz, and Flocabulary. To further enhance student learning, we have added new courses to our curriculum, including AP Environmental Science and AP US Government, Ethic Studies, and Dual Enrollment Psychology. Each of these classes is supported with textbooks that come with online subscriptions, enabling students to access their curriculum from anywhere with an internet connection. To ensure equitable access, we have also acquired more laptops to provide each student with 1-to-1 technology.

Goal 1 Action 3:

MSA-5 prioritizes student safety by increasing supervision personnel during transition, break, and dismissal times and implementing a supervision schedule. Collaboration with the MSA-1 team allows us to address discipline and safety concerns through regular meetings and established procedures. Adherence to the health and safety guidelines set by LA County Health ensures a clean and safe campus environment. Throughout the pandemic, MSA-5 has provided health education and resources to students, parents, and staff through a

systematic approach. This includes implementing measures such as weekly COVID testing, vaccination events, mask requirements, social distancing, isolation/quarantine protocols, and effective communication with educational partners regarding COVID incidents. Sanitation stations, masks, and informational posters are available in classrooms and key locations on campus.

Goal 1 Action 4:

To promote healthy eating habits, MSA-5 offers students a diverse variety of nutritious foods, including fruit choices, green vegetables, juice, and milk. Students also have access to fruit and healthy popped snacks during break time. Additionally, to celebrate diversity, MSA-5 held multiple food festivals.

Goal 1 Action 5:

The home office provides a wide range of essential services to support MSA-5, including human resources, accounting, finance, academic guidance, high-scale IT, purchasing, reporting, coaching, operations, accountability, public relations, communication, marketing, and school facility search/improvement. The new administration at MSA-5 has significantly enhanced support to the team, ensuring that services are aligned with the current job descriptions. During the pandemic, the home office took charge of health and safety orders/regulations to facilitate a safe school opening and ongoing operations.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1

Budgeted \$16,750.00

Actual \$16,750.00

Goal 1 Action 2

Budgeted \$198,825.00

Actual \$202,740.29

Goal 1 Action 3

Budgeted \$310,204.00

Actual \$467,797.00

Goal 1 Action 4

Budgeted \$14,000.00

Actual \$19,000.00

Goal 1 Action 5

Budgeted \$285,080.00

Actual \$321,340.06

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 1 Action 1:

As part of our commitment to professional growth, two classroom teachers are currently enrolled in a pre-service program offered by LACOE (Los Angeles County Office of Education). Additionally, one teacher is an admin induction program through Las Virgines School District. MPS offer tuition reimbursement for teachers who would like to complete a credentialing program or enroll in Professional Development programs.

Goal 1 Action 2:

Continuing our dedication to ongoing evaluation, we regularly assess the usage and effectiveness of the applications and curriculum we have acquired. Weekly reports are generated to monitor our progress on platforms like IXL and other programs. In order to leverage our winter MAP (Measure of Academic Progress) data and IXL, we have implemented work-stations. Currently, 56% of our teachers are consistently utilizing IXL. To promote daily reading on MYON, we have introduced incentives tied to Lexile growth and teacher usage.

Goal 1 Action 3:

To maintain a safe environment, we conduct weekly COVID testing. We have installed 2 portable temperature checkpoints and 6 hand sanitizer dispensers in common areas. Rapid antigen tests are employed as needed. Each classroom undergoes daily janitorial services to ensure cleanliness, utilizing student-friendly, non-toxic sprays. Staff and students are provided with medical-grade, surgical masks for their protection.

Goal 1 Action 4:

To support healthy eating habits, we provide two nutritious meals and one well-balanced snack to all students on a regular basis. Our campus intentionally does not have vending machines to discourage the consumption of unhealthy junk food.

Goal 1 Action 5:

Monthly org-wide TOSA (Teacher on Special Assignment) meetings serve as valuable platforms for collaboration within specific departments. Weekly office hours with the HR, Facility, and Accountability teams offer assistance in completing projects and addressing questions. We have established a weekly check-in with the Superintendent to discuss coaching, facility management, co-location, and enrollment plans. Monthly leadership meetings and professional development sessions involve the participation of the principal, deans, PACE (Parent and Community Engagement) and CSC (Community School Coordinator) team, SPED (Special Education) department, and college counselors. Grant applications and reporting receive support from the Accountability team. COVID-related health and safety communication, as well as operational guidance, are disseminated through monthly committee meetings and ParentSquare messages. Weekly Monday MPS (Magnolia Public Schools) Leadership meetings foster a positive culture and facilitate action and plan follow-up. The facility department has identified 2-3 potential school sites for consideration.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 1 Action 1:

Recognizing the interest of classified staff members in obtaining a teaching credential, the MSA-5 administration will explore avenues to support them in enrolling in credential programs. Collaborating with the home office, we will leverage the new credentialing process and opportunities offered by third parties to assist these staff members in their professional development.

Goal 1 Action 2:

To assess the usage of applications and resources, we recently conducted a staff survey. Based on the feedback received, we discovered that certain apps like Flocabulary.com and Quizizz are used on a weekly basis, while others such as newsELA are rarely utilized. Teachers showed interest in Gizmos and Quizizz and the admin team purchased those programs. Now, MSA-5 Social Science Department looks into updating the curriculum through TCI in collaboration with MPS Home Office.

Goal 1 Action 3:

Depending on the student enrollment for the upcoming year, MSA-5 may consider hiring a campus aide to ensure the safety of students. Additionally, efforts will be made to solidify traffic regulations for pick-up and drop-off procedures, aiming to create a safer environment for everyone.

Goal 1 Action 4:

If future enrollment necessitates, MSA-5 may hire additional cafeteria staff to adequately cater to the needs of the student body.

Goal 1 Action 5:

We are in the process of finalizing the school site search, and the information will be shared with our educational partners. Collaborating with TOSAs (Teachers on Special Assignment), we aim to establish a comprehensive onboarding and orientation program for new teachers. Furthermore, we are working towards streamlining the acquisition and effective utilization of new grants to maximize their impact on our school community.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest	2020-21: 95%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%		2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Source: Local Indicator Priority 7, SIS)					
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%		2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%		2023-24: 100%
Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	2020-21: (As of 5/7/21) 98%	2021-22: (As of 5/13/22) 94.8%	2022-23: (As of 5/12/23) 100%		2023-24: 100%
Percentage of students who have	2020-21: (First semester)	2021-22: (First semester)	2022-23: (First semester)		2023-24: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
received a grade of “C” or better (or performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)	73%	90%	70%		
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 73.9	2021-22: (As of 5/13/22) 91.7	This metric will be retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24.		2023-24: 75.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 46.96% English Learners: 6.12% Socioeconomically Disadvantaged: 47.83% Students with Disabilities: 17.39% 	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	2021-22: <ul style="list-style-type: none"> All Students: 45.34% English Learners: 8.89% Socioeconomically Disadvantaged: 43.36% Students with Disabilities: 29.17% 		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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • Homeless: 41.67% • Hispanic: 47.44% 	<p>(IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> • All Students: 47.02% • English Learners: 9.09% • Students with Disabilities: 37.50% • Hispanic: 45.11% • White: 50.00% <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> • All Students: 45.98% 	<ul style="list-style-type: none"> • Asian: XX.XX% • Hispanic: XX.XX% • White: XX.XX% <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 2022-23 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> • All Students: XX.XX% • English Learners: XX.XX% • Students with Disabilities: XX.XX% 		<ul style="list-style-type: none"> • Homeless: 46.00% • Hispanic: 50.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<ul style="list-style-type: none"> • Hispanic: XX.XX% • White: XX.XX% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> • All Students: 47.31% 		
<p>Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</p>	<p>2018-19: (2019 Dashboard)</p> <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: 72.7points below standard • Homeless: 23.7 points 	<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 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p>	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> • All Students: 2.8 points below standard • English Learners: 50.4 points below standard • Socioeconomically Disadvantaged: 9.2 points below standard • Students with Disabilities: 33.5 points below standard • Homeless: * 		<p>2022-23: (2023 Dashboard)</p> <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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	below standard <ul style="list-style-type: none"> Hispanic: 13.1 points below standard 	<ul style="list-style-type: none"> All Students: 85.0% English Learners: 88.4% Students with Disabilities: 86.7% Hispanic: 86.9% White: N/A 	<ul style="list-style-type: none"> Hispanic: 8.2 points below standard 		below standard <ul style="list-style-type: none"> Hispanic: 7.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2020-21: <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% 	Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 85.0% English Learners: 88.4% Students with Disabilities: 86.7% Hispanic: 86.9% White: N/A 	Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: XX.X% English Learners: XX.X% Students with Disabilities: XX.X% Hispanic: XX.X% White: XX.X% 		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%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics	2018-19: <ul style="list-style-type: none"> All Students: 38.67% 	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21	2021-22: <ul style="list-style-type: none"> All Students: 22.36% 		2022-23: <ul style="list-style-type: none"> All Students: 41.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>assessments (Source: CDE DataQuest)</p>	<ul style="list-style-type: none"> • English Learners: 10.02% • Socioeconomically Disadvantaged: 38.51% • Students with Disabilities: 30.44% • Homeless: 41.67% • Hispanic: 37.82% 	<p>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-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> • All Students: 14.47% • English Learners: 1.92% • Students with Disabilities: 4.17% • Hispanic: 13.48% • White: 12.50% 	<ul style="list-style-type: none"> • English Learners: 13.33% • Socioeconomically Disadvantaged: 18.18% • Students with Disabilities: 12.50% • Asian: XX.XX% • Hispanic: XX.XX% • White: XX.XX% <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 2022-23 CAASPP-Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics -</p>		<ul style="list-style-type: none"> • English Learners: 15.00% • Socioeconomically Disadvantaged: 41.00% • Students with Disabilities: 33.00% • Homeless: 43.00% • Hispanic: 41.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		IAB Math Level 3 and 4 Projection (5/13/22): <ul style="list-style-type: none"> All Students: 45.98% 	Proficiency Projection for 2022-23 SBAC: <ul style="list-style-type: none"> All Students: XX.XX% English Learners: XX.XX% Students with Disabilities: XX.XX% Hispanic: XX.XX% White: XX.XX% IAB ELA Level 3 and 4 Projection (5/12/23): <ul style="list-style-type: none"> All Students: 42.39% 		
Distance from Standard (DFS) on the CAASPP-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: 17.9 points below standard English Learners: 43.5 points below standard Socioeconomically Disadvantaged: 18.6 	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	2021-22: (2022 Dashboard) <ul style="list-style-type: none"> All Students: 67.0 points below standard English Learners: 100.6 points below standard Socioeconomically Disadvantaged: 75.1 		2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 11.0 points below standard English Learners: 37.0 points below standard Socioeconomically Disadvantaged: 12.0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>points below standard</p> <ul style="list-style-type: none"> Students with Disabilities: 58.0 points below standard Homeless: 26.2 points below standard Hispanic: 21.6 points below standard 	<p>percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 81.5% English Learners: 86.2% Students with Disabilities: 87.1% Hispanic: 79.8% White: N/A 	<p>points below standard</p> <ul style="list-style-type: none"> Students with Disabilities: 92.1 points below standard Homeless: * Hispanic: 74.0 points below standard 		<p>points below standard</p> <ul style="list-style-type: none"> Students with Disabilities: 50.0 points below standard Homeless: 20.0 points below standard Hispanic: 15.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	<p>2020-21:</p> <ul style="list-style-type: none"> All Students: 59.3% English Learners: 59.1% Socioeconomically Disadvantaged: 59.0% 	<p>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 81.5% English Learners: 86.2% 	<p>Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: XX.X% English Learners: XX.X% 		<p>2023-24:</p> <ul style="list-style-type: none"> All Students: 70.0% English Learners: 70.0% Socioeconomically Disadvantaged: 70.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Students with Disabilities: 65.6% Hispanic: 59.2% White: 72.7% 	<ul style="list-style-type: none"> Students with Disabilities: 87.1% Hispanic: 79.8% White: N/A 	<ul style="list-style-type: none"> Students with Disabilities: XX.X% Hispanic: XX.X% White: XX.X% 		<ul style="list-style-type: none"> Students with Disabilities: 70.0 Hispanic: 70.0% White: 75.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: (2019 Dashboard) 56.3%	2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. 2022 ELPAC Percentage of Students at Each Performance Level: <ul style="list-style-type: none"> Level 4: 22.37% Level 3: 39.47% Level 3: 9.21% Level 1: 21.05% 	2021-22: (2022 Dashboard) 67.7%		2022-23: (2023 Dashboard) 57.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 4.1%	2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the	2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the		2023-24: 13.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 22.37%	Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 22.08%		
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: 11.54% English Learners: 0.00% Students with Disabilities: 11.63% Hispanic: 9.30% 	CAST assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: <ul style="list-style-type: none"> All Students: 14.41% English Learners: 0.00% Socioeconomically Disadvantaged: 11.76% Students with Disabilities: 0.00% Hispanic: XX.XX% 		2022-23: <ul style="list-style-type: none"> All Students: 16.00% English Learners: 10.00% Socioeconomically Disadvantaged: 16.00% Hispanic: 16.00%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad course of study and standards-based curriculum	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its	\$1,027,552.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds: Title I under 3500 Unemployment Insurance (\$170.19) Title I under 3400 Health & Welfare Benefits (\$11072.48) Title I under 3300 OASDI/Medicare (\$ 1233.89) Title I under 3100 STRS (\$16253.33) Title I under 1100 TeacherSalaries (\$85,096)</p>		
2.2	Professional development for high-quality instruction	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development	\$32,333.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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; under 5864 Prof Dev-Other (\$15,000) 		
2.3	MTSS - Academic enrichment, intervention, and student support	<p>Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p>	\$598,565.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Accelerated Reader, Lexercise, ST Math, Standards Plus, Quizizz, Padlet, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, Listenwise, Grammarly, Cambium Learning, ABC Mouse, Learning A-Z, Cityspan, Flocabulary, Alexandria Library, Nearpod, Newsela, and myON.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Intervention Teacher salary and benefits: Resource: Title I, Part A; Amount: \$50,000 <p>4127 Title IV, Part A ESEA (ESSA) under 4340 Educat Software purchased Quizzes, Brainpop (\$7,779) 3010 Title I under 4340 Educat Software Purchased NWEA (\$12.50/student gr 3-11 only),Grammarly, Gimkit (\$ 4,112) 3010 Title I under 3500 Unemployment Insurance(\$30) 3010 Title I under 3300 OASDI/Medicare (\$217.50) 3010 Title I under 3100 STRS (\$2,865) 3010 Title I under 1300 Cert Adminis (\$5,000) 3010 Title I under 1100 TeacherSalaries (\$10,000)</p>		
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	\$107,852.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • EL Coordinator stipend: Resource: Title I, Part A; Amount: \$5,000 		
2.5	Support for students with disabilities	Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out	\$745,801.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds 3010 Title I under 3400 Health & Welfare Benefits (\$6450.948) 3010 Title I under 2100 Instructional Aides (\$18,200)</p>		

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 2 Action 1:

At MSA-5, we employ well-regarded McGraw Hill curriculums such as Studysync for ELA and Inspire for science, both of which align with common core standards. Additionally, we have acquired the McGraw Hill curriculum for our AP classes. To strengthen our standards-based curriculum, we have facilitated professional development sessions for our teachers and offered tuition reimbursement for those seeking credentials in other areas, ensuring a diverse range of course offerings. Furthermore, we utilize online instructional programs like "Edgenuity" for credit-deficient students and substitute programs like Scoot to manage teacher and staff absences.

Goal 2 Action 2:

In the current school year, our teachers have participated in professional development sessions covering various new programs and instructional strategies, including IXL, Gimkit, StudySync, Culturally Responsive Teaching, MYON, CHATS Framework, and more. Based on data analysis, we have identified the need to establish Professional Learning Communities (PLCs) dedicated to implementing and effectively utilizing these resources and strategies. Our leadership team, including administrators, department chairs, and grade level leads, will receive training in programs like Adaptive Schools, which enhance PLC effectiveness. Supporting teachers in obtaining teaching credentials and certificates will remain a priority.

Goal 2 Action 3:

MSA-5 has implemented Multi-Tiered System of Supports (MTSS) as a comprehensive framework for continuous improvement, employing data-based problem-solving and decision-making practices at all levels of the educational system. Targeted interventions are implemented to create a differentiated learning environment that supports students' optimal engagement. Various supports and interventions will be offered, such as 1-on-1 or small group interventions, evidence-based supplemental materials and technology, co-taught classes, Study Skills, additional support during SSR/Advisory, tutoring, Saturday classes, and summer programs. For example this year, due to Significant Disproportionality concerns, MSA-5 created a CCEIS plan to support a group of students as part of the intervention strategies. Collaboration between teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) will be coordinated for students requiring support, including those in special education (SPED) and English language learners (ELL). Professional development on MTSS will be increased to support new teachers and leaders.

Goal 2 Action 4:

To better serve our English language learner (ELL) population, MSA-5 has hired a paraprofessional who supported students in Math programs. Our EL coordinator and ELD teacher also received additional training. The aim is to bridge the learning gap and improve achievement for ELL students, with the ultimate goal of increasing the number of ELL students who are reclassified.

Goal 2 Action 5:

Students with disabilities at MSA-5 receive services and supports as outlined in their Individualized Education Programs (IEPs). Our Special Education (SPED) team follows a set schedule for providing push-in and pull-out services as specified in the IEPs. Due to the limited availability of candidates, MSA-5 has contracted a bilingual psychologist instead of hiring one directly to meet the needs of our diverse student population.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1

Budgeted \$1,027,552.00

Actual \$1,003,893.77

Goal 2 Action 2

Budgeted \$32,333.00
Actual \$39,337.00

Goal 2 Action 3
Budgeted \$598,565.00
Actual \$372,296.16

Goal 2 Action 4
Budgeted \$107,852.00
Actual \$-

Goal 2 Action 5
Budgeted \$745,801.00
Actual \$784,202.83

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 2 Action 1

More students enrolled in AP and dual enrollment courses. Edgenuity; online course provider helped students with credit deficiencies.

Goal 2 Action 2

MSA-5 staff complete MTSS Coursework through Orange County of Education on Alludo Portal. Staff members attended various in-district and external PDs.

Goal 2 Action 3

We are analyzing our disciplinary data, attendance data, and academic data to calculate our progress toward our SEL implementation

Goal 2 Action 4

34% of students is ELs

Offering three twice a year MAP testing in order to give more opportunities to reclassify and monitor the growth

Tiering ELPAC testing administration based on levels

Goal 2 Action 5

- Two more paraprofessionals are hired
- Weekly MSA-5 SPED Meetings help to plan and provide support to the team members
- Caseload has declined from 38 to 32, which helped to provide more services
- The RSP room has been downsized due to relocation
- Bilingual psychologist hired

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 2 Action 1:

Our plan is to continue utilizing the Studysync and Inspire science, including offering multiple dual enrollment. However, MPS plans to adopt MHH's math curriculum and change the math sequencing to Algebra 1, Geometry, Algebra 2, PreCalculus/Financial Literacy rather than Integrated math pathway. Moreover, we plan to change the social science curriculum to TCI.

Goal 2 Action 2:

Teachers will have the opportunity to showcase their successful teaching practices during Professional Learning Communities (PLCs). Additionally, peer observations will be conducted twice a semester to encourage collaboration and improvement. Bi-weekly program utilization reports will be generated by the administration, followed by feedback and support provided to the teachers.

Goal 2 Action 3:

MSA-5 received the MTSS (Multi-Tiered System of Supports) grant in the upcoming year. This grant enabled us to enhance our data-based problem-solving and decision-making processes to better support our students.

Goal 2 Action 4:

To further support English Learners (ELs), we are planning to hire a full-time EL support person who will provide targeted assistance. Additionally, we aim to purchase a specific EL curriculum to address the unique needs of our EL students.

Goal 2 Action 5:

Staffing will be adjusted based on the number of students enrolled, ensuring appropriate support and resources are available. We will also prioritize providing designated support for dually identified students, such as those who require intensive language immersion programs, to meet their specific educational needs.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2018-19: N/A	2021 Dashboard CCI data is not available. 2021-22: (Projected as of 5/13/22) 48.1%	2022 Dashboard CCI data is not available. 2022-23: (Projected as of 5/12/23) 72.2%		2022-23: (2023 Dashboard) 70.00%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-	2018-19: 63.63%	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21	2021-22: 61.11% We have used the Measures of		2022-23: 68.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>ELA/Literacy assessments (Source: CDE DataQuest)</p>		<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>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> • Grade 11 Students: 55.88% <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> • Grade 11 Students: 32.54% 	<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 2022-23 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> • Grade 11 Students: XX.XX% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> • Grade 11 Students: 60.19% 		
<p>Percentage of students in Grade 11 meeting or exceeding</p>	<p>2018-19: 54.54%</p>	<p>CAASPP-Mathematics assessments were</p>	<p>2021-22: 19.44%</p>		<p>2022-23: 60.00%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)		<p>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-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> • Grade 11 Students: 13.89% <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> • Grade 11 Students: 66.25% 	<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 2022-23 CAASPP-Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> • Grade 11 Students: XX.XX% <p>IAB Math Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> • Grade 11 Students: 65.00% 		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 67.9%	2020-21: 55.0%	2021-22: 16.2%		2022-23: 70.0%
Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2019-20: 100.0%	2020-21: 55.0%	2021-22: 44.4%		2022-23: 60.0%
Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	2020-21: (As of 5/16/21) 8.7%	2021-22: (As of 5/13/22) 11.1%	2021-22: (2022 Dashboard) 10.7% 2022-23: (As of 5/12/23) 55.6%		2022-23: (2023 Dashboard) 30.0%
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 100.0%	2020-21: 81.85% 2021-22: (As of 5/13/22) 88.9%	2021-22: (CDE DataQuest) 88.9% 2022-23: (As of 5/12/23) 94.4%		2022-23 (CDE DataQuest): 95.0%
Percentage of cohort graduates earning a	2020-21: (As of 5/16/21)	2021-22: (As of 5/13/22)	2021-22: (CDE DataQuest)		2022-23 (CDE DataQuest):

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Seal of Biliteracy (Source: CDE DataQuest)	34.8%	33.3%	33.3% 2022-23: (As of 5/12/23) 33.3%		30.0%
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 39.1%	2021-22: (As of 5/13/22) 22.2%	2021-22: (CDE DataQuest) 22.2% 2022-23: (As of 5/12/23) 47.2%		2022-23 (CDE DataQuest): 30.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2020-21: (As of 5/16/21) 34.8%	2021-22: (As of 5/13/22) 48.1%	2022-23: (As of 5/12/23) 50.0%		2023-24: 50.0%
Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	2020-21: (As of 5/16/21) 78.0%	2021-22: (As of 5/13/22) 93%	2022-23: (As of 5/12/23) 100.0%		2023-24: 95.0%
Percentage of high school completers accepted to a 4-year college (Source: Naviance)	2020-21: (As of 5/16/21) 39.0%	2021-22: (As of 5/13/22) 81%	2022-23: (As of 5/12/23) 94%		2023-24: 50.0%
College-Going Rate (Source: CDE DataQuest)	N/A	Class of 2019 data is not available.	Class of 2019: N/A% Class of 2020:		Class of 2021: 50.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			*		
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 2%	2021-22: (As of 5/13/22) 1%	2022-23: (As of 5/12/23) 6%		2023-24: 10%
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%		2023-24: 100%
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 86%	2021-22: (As of 5/13/22) 99%	2022-23: (As of 5/12/23) 99%		2023-24: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	<p>Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.</p> <p>Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$89,626.00	Yes
3.2	STEAM and GATE programs	<p>Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes.</p>	\$1.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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: N/A</p>		
3.3	Digital literacy and citizenship programs	<p>Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.</p> <p>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.</p>	\$5,261.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • 4340 Educat Software 4127 Title IV, Part A ESEA (ESSA) Peardeck purchased (\$1,661) 		
3.4	Physical education, activity, and fitness	<p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Titles: 4335 PE Supplies 4127 Title IV, Part A ESEA (ESSA) (\$2,000)</p>	\$91,653.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Additional programs and activities that support well-rounded education	<p>In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.</p> <p>The following expenditures will be funded by federal Title funds: 4326 Arts&MusicSupps 4127 Title IV, Part A ESEA (ESSA) (\$2,500)</p>	\$84,567.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 3 Action 1:

Magnolia Science Academy-5 offers a variety of programs to promote College and Career readiness. These include SBAC (Smarter Balanced Assessment Consortium) preparation for 11th-grade students in ELA and mathematics, Advanced Placement (AP) exams, College Credit Courses through Dual Enrollment, completion of a-g courses, State Seal of Biliteracy, Golden State Seal Merit Programs, and organized college trips.

Goal 3 Action 2:

As part of our STEAM (Science, Technology, Engineering, Arts, and Mathematics) program, every single student need to complete a STEAM project. Additionally, we are hosting a science fair in March and participating in STEAM expos where students can showcase their STEAM projects.

Goal 3 Action 3:

Computers play an integral role in our school-wide curriculum. We provide computer education to students in grades 6-8 and 10-12. Our computer teacher teaches a unit on digital citizenship and incorporates programs that enhance students' typing and overall computer skills. We have also invested in Grammarly for our teachers to support computer functionality, and we have renewed our membership with GoGuardian to enable staff to monitor student behavior on Chromebooks and while using Magnolia emails.

Goal 3 Action 4:

Physical Education (PE) is offered to all grades except 11th and 12th. We also provide various after-school sports activities, including basketball and volleyball. Additionally, we have offered Volleyball, Basketball and Soccer clubs which competed in local leagues and maintain a school wellness plan to monitor student health.

Goal 3 Action 5:

We actively promote field trips for our students, visiting venues such as the Getty Villa, Long Beach Aquarium, San Diego Area College visits, Underwood Farms, and the Natural History Museum. Our campus has a vibrant Student Council that organizes events such as movie night fundraisers, Valentine's Candy Grams, Spirit Weeks in Fall and Spring, relay races, obstacle courses, and athletic football competitions. Monthly assemblies, driven by our school culture department and Student Council, provide a platform for guest speakers, including local precinct Lead Sergeants. We also conduct SBAC pep rallies with our mascot and offer monthly Saturday Schools to support students' academic skills and provide extra assistance for upcoming SBAC/Map tests.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1

Budgeted \$89,626.00

Actual \$135,160.32

Goal 3 Action 2

Budgeted \$1.00

Actual \$1.00

Goal 3 Action 3

Budgeted \$5,261.00

Actual \$3,600.00

Goal 3 Action 4
 Budgeted \$91,653.00
 Actual \$101,955.08

Goal 3 Action 5
 Budgeted \$84,567.00
 Actual \$250,555.81

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 3 Action 1:

- Based on 2023 preliminary results, 11th-grade SBAC preparation in ELA: 73.08% of students met or exceeded expectations.
- Based on 2023 preliminary results, 11th-grade SBAC preparation in mathematics: 62.96% of students met or exceeded expectations.
- - Advanced Placement Exams: In 2021-22, a total of 24 AP tests were given, with 5% of them achieving scores of 3 or above.

- College Credit Course (Dual Enrollment):

In Summer 2022, Anthropology 101 (in-person) was offered with 20 students enrolled and a 100% passing rate.

In Fall 2022, Geography 001 (in-person) with 23 students, 100% passing rate,

Counseling 020 (online) with 27 students, 82% passing rate due to technical difficulties

Counseling 004 (online) with 19 students, 26% passing rate due to technical difficulties

Counseling 001 (online) with 13 students, 23% passing rate due to technical difficulties

In Spring 2023, Psychology 001 (in-person) with 24 students, still in progress

- A-G course completion: 34 out of 36 students (95% of the graduating class) met the A-G course requirements.
- State Seal of Biliteracy: 10 out of 36 students (28% of the graduating class) earned the Biliteracy seal (in progress)
- Golden State Seal Merit Programs: 17 out of 36 students (47% of the graduating class) earned the Golden State Seal.
- College trips: 100% of graduating students attended college trips during the 2022-23 school year; USC, CSUN, Cal State LA, UC San Diego, San Diego State, LAVC

Goal 3 Action 2:

- None of the students who took the placement test are classified as gifted.

- MSA-5 currently has 2 gifted students.
- Each student is required to have one STEAM-based project.
- About 30 students participated in the MPS STEAM Expo at Long Beach Convention Center.
- About 35 of those students participated in the Steam Expo, with 3 groups winning awards for their projects.

Goal 3 Action 3:

- GoGuardian has been effective in detecting not only inappropriate online searches and off-task behavior but also instances where students are researching suicidal thoughts and behaviors.

Goal 3 Action 4:

- Students in grades 6-10 actively participated in PE classes, with a minimum of 52 minutes per day.

Goal 3 Action 5:

- MSA-5 organizes 2 Field trips per grade level a year and holds monthly assemblies

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 3 Action 1:

- Form an SBAC team to provide school-wide professional development sessions to improve SBAC preparation.
- Increase the number of Dual Enrollment classes to provide more access to all students,
- Start the iGETC dual enrollment pathway in collaboration with Pierce College

Goal 3 Action 2:

- Had a high turnout rate during the STEAM Expo, with approximately 35 students participating. Focus on finding new ways to promote participation in the STEAM Expo.

Goal 3 Action 3:

- Conduct digital citizenship month and anti-cyberbullying activities during assemblies to raise awareness and educate students on responsible online behavior.

Goal 3 Action 4:

- Due to limited PE areas, there are currently limited sports offered. Plan to reconfigure shared PE areas and enhance PE programs by purchasing more equipment to provide a more robust physical education experience.

Goal 3 Action 5:

- Finalize a PBIS (Positive Behavior Interventions and Supports) plushie, a replica of the Lobo mascot, to be distributed at the SBAC pep rally. The plushie will serve as a year-round PBIS incentive for students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3	2021-22: (As of 5/13/22) 5	This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings.		2023-24: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3	2021-22: (As of 5/13/22) 5	2022-23: (As of 5/12/23) 3		2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3	2021-22: (As of 5/13/22) 8	2022-23: (As of 5/12/23) 7		2023-24: 8
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 5	2021-22: (As of 5/13/22) 11	2022-23: (As of 5/12/23) 19		2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: 4	2022-23: 4		2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 11.4%	2021-22: (As of 5/13/22) 34.2%	2022-23: (As of 5/12/23) 43.3%		2023-24: 20.0%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 96.83%	2021-22: (P-2 ADA) 89.26%	2022-23: (P-2 ADA) 90.44%		2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 7.5%	2021-22: (As of 5/13/22) 35.0%	2021-22: (2022 Dashboard) 30.3% 2022-23: (As of 5/12/23) 33.5%		2022-23: (2023 Dashboard) 9.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%	2021-22: (As of 5/13/22) 0%	2022-23: (As of 5/12/23) 0.00%		2023-24: 0.0%
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 0.0%	2020-21: 0.0%	2021-22: (CDE DataQuest) 0.00% 2022-23: 2.8%		2022-23: (CDE DataQuest): 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 100.0%	2020-21: (2021 Dashboard) 100%	2021-22: (2022 Dashboard) 96.4% 2022-23: (As of 5/12/23) 100.0%		2022-23: (2023 Dashboard) 100.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 5/13/22) 0.4%	2021-22: (2022 Dashboard) 0.4% 2022-23: (As of 5/12/23) 2.4%		2022-23: (2023 Dashboard) 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 5/13/22) 0%	2021-22: (CDE DataQuest) 0.00%		2022-23: (CDE DataQuest) 0.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			2022-23: (As of 5/12/23) 0.00%		
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 98.3% Families: 96.8% Staff: 100.0%	2021-22: Students:98.7% Families: 70.8% Staff: 100.0%	2022-23: Students: 100.0% Families: 87.6% Staff: 100.0%		2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 76% Families: 97% Staff: 93%	2021-22: Students: 70.0% Families: 96.0% Staff: 92.0%	2022-23: Students: 68% Families: 96% Staff: 93%		2023-24: Students: 75% Families: 95% Staff: 90%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 83%	2021-22: (Spring 2021 to Fall 2021) 75%	2022-23: (Spring 2022 to Fall 2022) 85%		2023-24: (Spring 2023 to Fall 2023) 85%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Seeking family input for decision making	Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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	Building partnerships with families for student outcomes	<p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p>	\$199,497.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<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: 5800 ProfessServices 3010 Title I Parentsquare (\$1,500) The rest is home visit-related stipend and benefits pay. 3500 Unemployment Insurance 3010 Title I (\$32) 3300 OASDI/Medicare 3010 Title I (\$232) 3100 STRS 3010 Title I (\$3056) 1100 TeacherSalaries 3010 Title I (\$16000)</p>		
4.3	MTSS - PBIS and SEL support	<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building</p>	\$157,093.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.</p> <p>The following expenditures will be funded by federal Title funds:</p> <p>4340 Educat Software 3010 Title I Kickboard purchase (\$3,900)</p>		
4.4	Annual stakeholder surveys	<p>Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how</p>	\$1,164.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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	Community outreach and partnerships	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$256,159.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

With the addition of Community School Coordinator, MSA-5 has been able to hold more regular parent gatherings such as 10 PAC meetings to implement the goals and objectives of the organization, as well as to address ongoing school-wide initiatives and issues. These meetings

serve as a platform for informing parents about the school budget, ensuring a safe in-person opening, exploring new grant opportunities, and discussing any relocation plans. To facilitate effective communication, the meetings provide agendas and PowerPoint presentations in both English and Spanish. MSA-5 conducted Assets and Needs Assessment, established CSC Advisory Committee; consisting of community partner, parent, student, staff-admin leaders, created Asset Map, formalized new partnerships. With the CSC and PACE coordinators, MSA-5 is able to strengthen the connection with Los Lobos Community through these new initiatives; Mobile Clinic, Workshops conducted by community partners, Resource Fair, Leadership Academy for Middle School Students led by UCLA, Expanded Learning Activities for 9th grade students at Catalina Island Marine Academy, College Campus Visit and, Information Session for Parents at UCLA , Connecting with local officials and attending community Volunteer day at Pierce College, Attending Winnetka and Reseda Neighborhood Council Meetings

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1

Budgeted \$-

Actual \$-

Goal 4 Action 2

Budgeted \$199,497.00

Actual \$199,985.03

Goal 4 Action 3

Budgeted \$157,093.00

Actual \$295,923.06

Goal 4 Action 4

Budgeted \$1,164.00

Actual \$1,164.00

Goal 4 Action 5

Budgeted \$256,159.00

Actual \$281,001.80

An explanation of how effective the specific actions were in making progress toward the goal.

To ensure inclusivity and effective communication, in-person orientations and parent-teacher conferences are conducted in a bilingual manner. This approach acknowledges the diverse language needs of the community and enables both English and Spanish-speaking parents to fully participate and engage in these important events.

Recognizing the importance of community engagement, a PACE (Parent and Community Engagement), moreover CSC (Community School Coordinator) are very instrumental. The coordinators' role is to foster a stronger relationship between the school and the community, facilitating collaboration and involvement of parents and other community members in school activities and initiatives.

In addition, MSA-5 received the CCSPP grant; prior to the grant, we had a formal partners had an involvement ; not engagement with community and family partners. Since the grant, we hired a Community School Coordinator (CSC) with organizing to roll out the community school framework, created a logic model, including inputs.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

MSA-5 will track progress by monitoring attendance, test scores, and grading. Families will complete yearly needs and assets assessments and surveys to collect data for MSA-5 to evaluate and modify to meet the community's necessities. The lack of room for meetings, events, and bringing in resources for families to be delivered at the site is presently MSA-5's one of the challenges. Rooms can only be used for a limited period of time before being put to use for a lesson for the students because MSA-5 currently shares space at a sister-site. In order to finish workshops, meetings, etc. in the time allotted for them, time management must be strictly adhered to whenever resources, community partners, or meetings are convened.

To enhance our use of social media, we aim to implement strategies that maximize its effectiveness. This involves developing a comprehensive plan that outlines specific objectives and targets for our social media presence. By regularly posting engaging and relevant content, we can increase our online visibility and actively connect with our target audience, including parents and prospective students. Additionally, we will utilize various platforms and tools to monitor feedback, respond to inquiries, and address concerns promptly, fostering a stronger sense of community and support.

Regarding our future location, we will create a solid plan that encompasses all aspects of the move. This includes conducting thorough research and analysis to identify the most suitable location, taking into account factors such as accessibility, facilities, and community demographics. To mobilize our parents in recruiting students, we will actively involve them in the process by organizing information sessions, hosting open houses, and encouraging them to share positive experiences and testimonials about our school on social media and within their personal networks.

To promote greater parent participation in decision-making, we will establish channels for open communication and collaboration. This can involve forming a parent advisory committee or holding regular parent forums where ideas, suggestions, and concerns can be shared and discussed. By valuing and incorporating the input of parents in the decision-making process, we can create a more inclusive and responsive school environment that meets the needs of both students and their families.



A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.
 A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$932,177	\$112,007.54

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.78%	0.00%	\$0.00	38.78%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

- Goal 1: Action 4: Healthy and nutritious meals

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Low-income students are eligible to receive reduced-price or free meals at school and this action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will

adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 2: Action 2: Professional development for high-quality instruction

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention, and student support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is

practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 4: Designated and integrated ELD programs

The majority of Charter School's student population consists of English Learners (EL), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect this action will result in increased academic achievement of our student groups, particularly of our ELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, Lexile growth, and EL reclassification rates as identified in our LCAP

metrics in Goal 2.

- Goal 3: Action 1: College/Career readiness programs and activities

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, and college acceptance rates as identified in our LCAP metrics in Goal 3.

- Goal 3: Action 2: STEAM and GATE programs

Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEAM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEAM curricula. Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to

quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.

- Goal 3: Action 3: Digital literacy and citizenship programs

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. With such needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.

- Goal 3: Action 4: Physical education, activity, and fitness

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity

before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, language other than English and culture, sports, visual and performing arts, community service, and others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, and college acceptance rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 4: Action 1: Seeking family input for decision making

It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessments, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. We also expect this action will result in increased parent satisfaction as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically

disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 3: MTSS - PBIS and SEL support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to

address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 4: Annual stakeholder surveys

It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage stakeholders in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage stakeholders in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and

safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

- Goal 4: Action 5: Community outreach and partnerships

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We

also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Charter School will increase or improve services provided for unduplicated students by at least the percentage calculated as compared to the services provided for all students in the LCAP year. Services are increased (in quantity) or improved (in quality) by those actions in our LCAP that are included in the Goals and Actions section as "contributing" to the increased or improved services requirement. We expect that these actions will result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services we provide to all students. Charter School will increase or improve services for our unduplicated students through the following actions:

- Goal 1: Action 4: Healthy and nutritious meals

Low-income students are eligible to receive reduced-price or free meals at school. Charter School will maintain nutrition education resources and promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes.

- Goal 2: Action 2: Professional development for high-quality instruction

Professional development will occur at the MPS organizational level and within the school. In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention and student support

Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) These student supports and interventions will provide increased and improved services for all our unduplicated students who would need the extra support and attention.

- Goal 2: Action 4: Designated and integrated ELD programs

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

- Goal 3: Action 1: College/Career readiness programs and activities

Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services with AP exam fees, college applications, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints.

- Goal 3: Action 2: STEAM and GATE programs

Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course or club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities.

- Goal 3: Action 3: Digital literacy and citizenship programs

Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital

media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students by expanding their knowledge and skills in an ever-evolving digital world.

- Goal 3: Action 4: Physical education, activity, and fitness

Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. These activities will result in increased and improved services, particularly for our low-income students who may not have a physically active and healthy lifestyle.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students.

- Goal 4: Action 1: Seeking family input for decision making

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

- Goal 4: Action 2: Building partnerships with families for student outcomes

Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop-off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS "Infinite Campus". Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software "Parentsquare" will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 3: MTSS - PBIS and SEL support

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

- Goal 4: Action 4: Annual stakeholder surveys

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

identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families.

- Goal 4: Action 5: Community outreach and partnerships

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

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

MSA-5 plans to spend approximately the same percentages of the concentration grant for staffing in 2022 meeting LCAP Goal 2.1. In addition, the relatively similar portion of the grant will be allocated for LCAP Goal 1.5 in order to supply school uniforms to students and Goal 4.3 for CMO management and support fee

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,323,404.00	\$1,304,917.00		\$593,662.00	\$4,221,983.00	\$2,944,996.00	\$1,276,987.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Teacher assignments and credentials	All	\$16,750.00	\$0.00	\$0.00	\$0.00	\$16,750.00
1	1.2	Instructional materials and technology	All	\$174,916.00	\$14,000.00		\$9,909.00	\$198,825.00
1	1.3	Clean and safe facilities that support learning	All	\$175,878.00	\$134,326.00	\$0.00	\$0.00	\$310,204.00
1	1.4	Healthy and nutritious meals	Low Income	\$14,000.00	\$0.00	\$0.00	\$0.00	\$14,000.00
1	1.5	Well-orchestrated Home Office support services	All	\$267,657.00	\$8,499.00	\$0.00	\$8,924.00	\$285,080.00
2	2.1	Broad course of study and standards-based curriculum	All	\$755,686.00	\$158,040.00	\$0.00	\$113,826.00	\$1,027,552.00
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	\$5,500.00	\$11,833.00	\$0.00	\$15,000.00	\$32,333.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	\$236,377.00	\$142,695.00		\$219,493.00	\$598,565.00
2	2.4	Designated and integrated ELD programs	English Learners	\$107,852.00	\$0.00	\$0.00	\$0.00	\$107,852.00
2	2.5	Support for students with disabilities	Students with Disabilities	\$145,352.00	\$551,698.00		\$48,751.00	\$745,801.00
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	\$0.00	\$0.00	\$0.00	\$89,626.00	\$89,626.00
3	3.2	STEAM and GATE programs	English Learners Foster Youth	\$1.00	\$0.00	\$0.00	\$0.00	\$1.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	\$3,000.00	\$600.00	\$0.00	\$1,661.00	\$5,261.00
3	3.4	Physical education, activity, and fitness	Low Income	\$89,653.00	\$0.00	\$0.00	\$2,000.00	\$91,653.00
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	\$5,000.00	\$77,067.00	\$0.00	\$2,500.00	\$84,567.00
4	4.1	Seeking family input for decision making	English Learners Foster Youth Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.2	Building partnerships with families for student outcomes	English Learners Foster Youth Low Income	\$121,425.00	\$0.00	\$0.00	\$78,072.00	\$199,497.00
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	\$153,193.00	\$0.00	\$0.00	\$3,900.00	\$157,093.00
4	4.4	Annual stakeholder surveys	English Learners Foster Youth Low Income	\$1,164.00	\$0.00	\$0.00	\$0.00	\$1,164.00
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	\$50,000.00	\$206,159.00	\$0.00	\$0.00	\$256,159.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$2,403,716	\$932,177	38.78%	0.00%	38.78%	\$787,165.00	0.00%	32.75 %	Total:	\$787,165.00
								LEA-wide Total:	\$787,165.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	\$14,000.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,500.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$236,377.00	
2	2.4	Designated and integrated ELD programs	Yes	LEA-wide	English Learners	All Schools	\$107,852.00	
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
3	3.2	STEAM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1.00	
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$3,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	\$89,653.00	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
4	4.1	Seeking family input for decision making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
4	4.2	Building partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$121,425.00	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$153,193.00	
4	4.4	Annual stakeholder surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,164.00	
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,221,983.00	\$4,496,703.21

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher assignments and credentials	No	\$16,750.00	\$16,750.00
1	1.2	Instructional materials and technology	No	\$198,825.00	\$202,740.29
1	1.3	Clean and safe facilities that support learning	No	\$310,204.00	\$467,797.00
1	1.4	Healthy and nutritious meals	Yes	\$14,000.00	\$19,000.00
1	1.5	Well-orchestrated Home Office support services	No	\$285,080.00	\$321,340.06
2	2.1	Broad course of study and standards-based curriculum	No	\$1,027,552.00	\$1,003,893.77
2	2.2	Professional development for high-quality instruction	Yes	\$32,333.00	\$39,337.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$598,565.00	\$372,296.16
2	2.4	Designated and integrated ELD programs	Yes	\$107,852.00	
2	2.5	Support for students with disabilities	No	\$745,801.00	\$784,202.83

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	College/Career readiness programs and activities	Yes	\$89,626.00	\$135,160.32
3	3.2	STEAM and GATE programs	Yes	\$1.00	\$1.00
3	3.3	Digital literacy and citizenship programs	Yes	\$5,261.00	\$3,600.00
3	3.4	Physical education, activity, and fitness	Yes	\$91,653.00	\$101,955.08
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$84,567.00	\$250,555.81
4	4.1	Seeking family input for decision making	Yes	\$0.00	
4	4.2	Building partnerships with families for student outcomes	Yes	\$199,497.00	\$199,985.03
4	4.3	MTSS - PBIS and SEL support	Yes	\$157,093.00	\$295,923.06
4	4.4	Annual stakeholder surveys	Yes	\$1,164.00	\$1,164.00
4	4.5	Community outreach and partnerships	Yes	\$256,159.00	\$281,001.80

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$787,165.00	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	\$14,000.00			
2	2.2	Professional development for high-quality instruction	Yes	\$5,500.00			
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$236,377.00			
2	2.4	Designated and integrated ELD programs	Yes	\$107,852.00			
3	3.1	College/Career readiness programs and activities	Yes				
3	3.2	STEAM and GATE programs	Yes	\$1.00			
3	3.3	Digital literacy and citizenship programs	Yes	\$3,000.00			
3	3.4	Physical education, activity, and fitness	Yes	\$89,653.00			
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$5,000.00			
4	4.1	Seeking family input for decision making	Yes				
4	4.2	Building partnerships with families for student outcomes	Yes	\$121,425.00			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	MTSS - PBIS and SEL support	Yes	\$153,193.00			
4	4.4	Annual stakeholder surveys	Yes	\$1,164.00			
4	4.5	Community outreach and partnerships	Yes	\$50,000.00			

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,049,182		0.00%	0.00%	\$0.00	0.00%	0.00%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy 6	James Choe Principal	jchoe@magnoliapublicschools.org (310) 842-8555

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Magnolia Science Academy (MSA-6 or Charter School), is a classroom-based charter school serving grades 6-8 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2009, MSA-6’s mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-6 currently has 94 students in grades 6-8, and mainly draws enrollment from Palms, Koreatown, and Mid-city, CA and its neighboring communities. The neighborhoods that MSA-6 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-6 serves faces economic challenges. MSA-6 has a diverse enrollment, including 86% Hispanic/Latino, 9% African American, 5% White, 76% Socioeconomically Disadvantaged, 20% Special Education, and 20% English Learner population.

MSA-6 strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-6 is supplemented by its clubs and after-school programs and with its ASES program with Think Together that runs until 6 pm.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

SBAC scores from 2021-2022 shows an increase in ELA proficiency to 52% and a decline of about 6% in math to 32%

- Using and analyzing the scores with ICAs and IABs to recognize specific academic needs and addressing those needs; data-driven.
- Intervention programs were effective in providing academic supports to specific groups of students.
- Providing feedback to students on their areas of growth/need through data from MAP, ICAs and IABs.
- Providing additional academic support such as afterschool (tutoring) and Saturday school.
- Increased amounts of PBIS awards.
- Teacher-led meetings to provide feedback and sharing best practices.
- Constant communication between the academic teachers and the special education teacher to address modifications and accommodations for students with IEPs.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Addressing students who are failing much earlier in the semester and find ways to engage these students.

- Lack of data on incoming students' prior knowledge.
- Lack of foundational skills from incoming students.
- Lack of attendance
- ELA is 9.8 points above state standards
- Math is 50.8 points below state standards
- Chronic absenteeism is at 33%
- Areas that need close attention:
 - a. Intervention programs: Create clear objectives on what needs to be accomplished in the programs, collect data by assessing the students with IABs in the beginning of the year to determine which specific students belong in intervention programs.
 - b. Programs and incentives: We will use our new Parent Square communication tool to engage homeless parents via text message, voicemail, email and certified letters. We will recognize students' high participation with some incentives like school supplies, metro passes etc.
 - Cross-curricular activities between all core subjects.
 - Using graphic organizers or interactive activities to provide vocabulary support for ELL.
- a. Examples: Quizlets, Kahoot, synonyms/antonyms games, practice vocabulary use in sentences, and sentence-starter posters.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Magnolia Science Academy-6's LCAP committee has reviewed input from all educational partners and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

- Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent College
- The need to continue our improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs
- Providing counseling and positive behavior intervention support services to our students
- Keeping effective teachers and improving teacher observation and evaluation systems

Magnolia Science Academy-6 has also worked on its expected annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups. Those include:

- Using and analyzing the scores with ICAs and IABs to recognize specific academic needs and addressing those needs; data-driven.
- Intervention programs were effective in providing academic supports to specific groups of students.
- Addressing students who are failing much earlier in the semester and find ways to engage these students.

Areas that need close attention:

a. Intervention programs: Create clear objectives on what needs to be accomplished in the programs, collect data by assessing the students with IABs in the beginning of the year to determine which specific students belong in intervention programs.

- Cross-curricular activities between all core subjects.
- Using graphic organizers or interactive activities to provide vocabulary support for English language learners.
- Charter School will provide resources for increased outreach efforts to low income families including Parent College, parent training, home visits and other parent involvement meetings
- EL students will receive in-class instructional support which includes one-on-one teacher support in co-teaching classrooms; small group instruction; ELD instructional strategies.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

In order to promote learning and provide a more positive learning experience for our students, MSA-6 has established a culture of gathering input from parents, students, staff, community members, and other educational partners through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all educational partners are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

Information/input sessions include Parent Task Force (PTF) meetings, Parent Advisory Committee (PAC), English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and PAC also serve as our parent advisory committee for our LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new LCAP. In addition, MSA-6 conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical partners.

MSA-6 has an approved charter petition with measurable student outcomes and methods to assess student progress and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

MSA-6 has held its periodical meetings this year to gather input from our educational partners. These include 8 PTF meetings, 8 PAC meetings, 3 ELAC meetings, at least 4 parent activities/events (Parent College), weekly staff meetings, and other educational partners meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. All of our educational partners, parents, students, and staff participated in this survey. MSA-6 staff has also made 27 home visits during this school year and sought feedback from the parents for school improvement.

A summary of the feedback provided by specific educational partners.

Parent Advisory Committee (PAC)/Parents:

MSA-6 will stay at Wilton ES for 2023-2024 school year. We have yet to see the facilities and how we will be able to use it. Parent Advisory Committee (PAC) also suggests offering more electives and more variety in afterschool program.

Students:

Based on the student survey, students would like to see more sport programs and extracurricular activities (Performing Arts - Music Drama). With the new school site, MSA-6 administration will collaborate with Wilton ES for some sport programs and put efforts to offer arts and music programs afterschool.

Staff:
Based on staff surveys staff would like to see more help in the Special Education department.

Parent Advisory Committee (PAC):
PAC suggests providing more academic support for students who have curriculum gaps. Some students might have learning loss due to distance learning and teachers may need to re-teach some foundational skills in the beginning of the new school year. PAC also suggests providing counselors and therapists for all students for their social emotional needs. PAC recognizes that COVID-19 pandemic caused a big shift for many students and when returning back to in-person instruction, students will need more social emotional support.

ELAC:
ELAC suggests providing ELD classes for 2023-24 school year and additional intervention programs for ELs. ELAC recognizes that some English Learners had some obstacles with online learning and they need to be supported in some areas such as ELA and math for 2022-23 school year. Also, ELAC suggests MSA-6 to continue utilizing some online programs such as IXL.com and NextGen math in new school year.

SELPA:
Our SELPA recommended that we include an action in our LCAP specific to students with disabilities to describe how academic and social-emotional supports would be provided. They also recommended that we include the students with disabilities group in our LCAP metrics and provide specific data.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

MSA-6 LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

- Improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers
- Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Other input includes improving school facilities and the lunch program.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 1		2023-24: 0
Percentage of students without access to their own copies of standards-	2020-21: 0%	2021-22: 0%	2022-23: 0%		2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)					
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 0		2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 86%	2021-22: (Spring 2021 to Fall 2021) 75%	2022-23: (Fall 2021 to Fall 2022) 83% This metric has been updated to measure from fall to fall.		2023-24: (Fall 2022 to Fall 2023) 85%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 99.1%	2021-22: (As of 5/12/22) 97.7%	2022-23: (As of 5/12/23) 96.7%		2023-24: 97%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials	\$10,800.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students, they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory 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	Instructional materials and technology	<p>Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review the alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budgets and plans to ensure an adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure</p>	\$82,139.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>meaningful access to CA Content Standards-aligned instructional programs.</p> <p>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.</p> <p>The following expenditures will be funded by federal Title funds: 5940 Technology Funding Source: Federal Resource Code: 4035 Title II Amount: \$909</p>		
1.3	Clean and safe facilities that support learning	<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security, and high-quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM-focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment, and items. Charter</p>	\$249,091.00	

Action #	Title	Description	Total Funds	Contributing
		<p>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>		
1.4	Healthy and nutritious meals	<p>Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: n/a</p>	\$9,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Well-orchestrated Home Office support services	<p>The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages the business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.</p> <p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&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>	\$107,974.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Year 2 outcomes

1.1 Teacher assignments and credentials

We were able to hire a science teacher through an emergency credential. This teacher turned out to be an amazing teacher for the year, however, in the State of California, this is still considered a misassignment.

1.2 Instructional materials and technology

All students have access to instructional materials and technology to access curriculum.

1.3 Clean and safe facilities that support learning

Magnolia Science Academy 6 pays a Pro Rata to LAUSD for the use of their facilities. The Pro Rata also takes care of the cleanliness of the facility. Magnolia Science Academy 6 also develops a safety plan that is reviewed by officers of the law and the LAUSD site safety team in order to ensure that we are on the same page with them with drills. Drills are conducted monthly all school year long.

1.4 Healthy and nutritious meals

Magnolia Science Academy 6 continued to use Schools in Action/Better 4 You meals to provide nutritious meals to its students.

1.5 Well-orchestrated Home Office support services

The support that is given from our Home Office Team, the Academic Team, the Operations Team, Human Resources, Accountability...etc. are an important part of our schools being able to run. The Home Office team helps us keep up-to-date with new laws and bills, keeps us informed about upcoming rules and regulations, and supports our school on a day-to-day level as well.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1

Budgeted \$10,800.00

Actual \$10,900.00

Goal 1 Action 2

Budgeted \$82,139.00

Actual \$96,187.19

The textbook and the phone/internet were more than what was anticipated.

Goal 1 Action 3

Budgeted \$249,091.00

Actual \$309,906.65

We are still transporting students from west Los Angeles to our current location. The cost of the bus is over \$100k.

Goal 1 Action 4

Budgeted \$9,000.00

Actual \$5,000.00

Most of our parents opted to do the virtual meetings and therefore we spent a lot less than budgeted.

Goal 1 Action 5

Budgeted \$107,974.00

Actual \$307,332.98

Our CMO fees for our home office services were reduced but still cost a lot. (\$225,520)

An explanation of how effective the specific actions were in making progress toward the goal.

1.1 Teacher assignments and credentials

In order to have high quality teachers with high level instructions, our teachers are all credentialed, except for our 1 missassigned teacher. However, we were able to surround this teacher with veteran teachers to support. Our attendance for our teachers, 96.7% was just shy of our goal of 97%. This means that our teachers were mostly in the classrooms and that there were not an overwhelming need for substitute teachers. This helps with the culture of the class and the culture of the school.

1.2 Instructional materials and technology

All students are given physical books and chromebooks to make sure that all students have access to the curriculum. The integration of technology into our classes has made it easier for our students to do their homework, catch up, or access their work from anywhere.

1.3 Clean and safe facilities that support learning

Our school is co-located with an LAUSD school, Wilton Elementary school. We are a prop 39 school, therefore a lot of the services to help keep a clean facility will be taken care of by LAUSD. Our plans to be safe at our site is revamped every year. We have updated our safety plan, shared it with the other LAUSD safety team, and ran drills with our staff member and have done joint drills with the LAUSD school all year long.

1.4 Healthy and nutritious meals

We kept our vendor, Better For You meals, as the provider for our food. They provide two meals a day to all of our students are aligned with the state regarding it's nutritional value.

1.5 Well-orchestrated Home Office support services

The support that is given from our Home Office Team, the Academic Team, the Operations Team, Human Resources, Accountability...etc. are an important part of our schools being able to run. The Home Office team helps us keep up-to-date with new laws and bills, keeps us informed about upcoming rules and regulations, and supports our school on a day-to-day level as well.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

1.1 Teacher assignments and credentials

Every year, we are striving to make sure that we have properly credentialed teachers in the classroom. In the case of a teacher leaving, we are doing our best to make sure that we hire early. This means that we must maintain healthy relationships with our teachers and have

open/honest communication about them leaving our school. We may want to think of annual bonuses for retention in order to hold onto our teachers. Our teachers are talented and we would like to continue growing with each other.

1.2 Instructional materials and technology

We would like to continue with our current technology program, or change to the Apple ipad program, in order to have basic high-quality learning. We would like to also have a line item for our budget to include a new set of Chromebooks for the incoming students, next year.

1.3 Clean and safe facilities that support learning

Magnolia Science Academy 6 will continue to be at Wilton for the next year. We plan on using the services that we are entitled to with our prop 39 agreement.

1.4 Healthy and nutritious meals

We will keep our budget the same for this action since we spent exactly the amount that we budgeted.

1.5 Well-orchestrated Home Office support services

We need to increase our enrollment/budget for the upcoming year to match how much we spent this year. The services that are currently provided are needed for our school to run. In addition to the current services, we believe that we would need to build a marketing department to showcase all the good work that our schools have done to the public. This in turn could help out with public relations and with enrollment.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest	2020-21: 90%	2021-22: (As of 5/13/22) 75%	2022-23: (As of 5/12/23) 75%		2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Source: Local Indicator Priority 7, SIS)					
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%		2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%		2023-24: 100%
Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	2020-21: (As of 5/7/21) 74%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%		2023-24: 100%
Percentage of students who have	2020-21: (First semester)	2021-22: (First semester)	2022-23: (First semester)		2023-24: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
received a grade of “C” or better (or performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)	80%	94%	93%		
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 65.1	2021-22: (As of 5/13/22) 125.8	This metric will be retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24.		2023-24: 60.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> 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 Assessments	2021-22: <ul style="list-style-type: none"> All Students: 51.76% English Learners: 16.67% Socioeconomically Disadvantaged: 50.65% Students with Disabilities: 27.27% 		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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • African American: 50% • Hispanic: 44.21% 	<p>(IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> • All Students: 52.33% • English Learners: 28.57% • Students with Disabilities: 36.36% • Hispanic: 51.90% • White: N/A <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> • All Students: 53.85% 	<ul style="list-style-type: none"> • Asian: XX.XX% • Hispanic: XX.XX% • White: XX.XX% <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 2022-23 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> • All Students: XX.XX% • English Learners: XX.XX% • Students with Disabilities: XX.XX% 		<ul style="list-style-type: none"> • African American: 51.00% • Hispanic: 48.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<ul style="list-style-type: none"> • Hispanic: XX.XX% • White: XX.XX% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> • All Students: 68.75% 		
<p>Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</p>	<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 	<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 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p>	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> • All Students: 9.8 points above standard • English Learners: 48.0 points below standard • Socioeconomically Disadvantaged: 7.6 points above standard • Students with Disabilities: 72.8 points below standard • Hispanic: 9.5 points above standard 		<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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	below standard <ul style="list-style-type: none"> Hispanic: 21.4 points below standard 	<ul style="list-style-type: none"> All Students: 65.8% English Learners: 69.2% Students with Disabilities: 45.5% Hispanic: 63.0% White: N/A 	standard		below standard <ul style="list-style-type: none"> Hispanic: 13.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> All Students: 61.6% English Learners: 53.1% Socioeconomically Disadvantaged: 65.0% Students with Disabilities: 45.5% African American: 58.3% Hispanic: 63.3% 	Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 65.8% English Learners: 69.2% Students with Disabilities: 45.5% Hispanic: 63.0% White: N/A 	Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: XX.X% English Learners: XX.X% Students with Disabilities: XX.X% Hispanic: XX.X% White: XX.X% 		2023-24: <ul style="list-style-type: none"> All Students: 65% English Learners: 65% Socioeconomically Disadvantaged: 65% Students with Disabilities: 65% African American: 65% Hispanic: 65%
Percentage of students meeting or exceeding standard	2018-19: <ul style="list-style-type: none"> All Students: 38.36% 	CAASPP-Mathematics assessments were	2021-22: <ul style="list-style-type: none"> All Students: 32.56% 		2022-23: <ul style="list-style-type: none"> All Students: 41.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	<ul style="list-style-type: none"> English Learners: 12.51% Socioeconomically Disadvantaged: 38.28% Students with Disabilities: 12.90% African American: 35.71% Hispanic: 36.50% 	<p>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-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> All Students: 24.71% English Learners: 7.14% Students with Disabilities: 0.00% Hispanic: 26.92% White: N/A 	<ul style="list-style-type: none"> English Learners: 7.69% Socioeconomically Disadvantaged: 32.05% Students with Disabilities: 0.00% Asian: XX.XX% Hispanic: XX.XX% White: XX.XX% <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 2022-23 CAASPP-Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics -</p>		<ul style="list-style-type: none"> English Learners: 17.00% Socioeconomically Disadvantaged: 41.00% Students with Disabilities: 17.00% African American: 41.00% Hispanic: 41.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		IAB Math Level 3 and 4 Projection (5/13/22): <ul style="list-style-type: none"> All Students: 46.36% 	Proficiency Projection for 2022-23 SBAC: <ul style="list-style-type: none"> All Students: XX.XX% English Learners: XX.XX% Students with Disabilities: XX.XX% Hispanic: XX.XX% White: XX.XX% IAB MATH Level 3 and 4 Projection (5/12/23): <ul style="list-style-type: none"> All Students: 54.07% 		
Distance from Standard (DFS) on the CAASPP-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: 35.9 points below standard English Learners: 61.1 points below standard Socioeconomically Disadvantaged 	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	2021-22: (2022 Dashboard) <ul style="list-style-type: none"> All Students: 50.8 points below standard English Learners: 108.9 points below standard Socioeconomically Disadvantaged 		2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 29.0 points below standard English Learners: 54.0 points below standard Socioeconomically Disadvantaged

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>ed: 39.4 points below standard</p> <ul style="list-style-type: none"> Students with Disabilities: 98.5 points below standard African American: 35.0 points below standard Hispanic: 41.6 points below standard 	<p>measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 77.2% English Learners: 69.2% Students with Disabilities: 72.7% Hispanic: 78.1% White: N/A 	<p>ed: 54.8 points below standard</p> <ul style="list-style-type: none"> Students with Disabilities: 122.1 points below standard Hispanic: 50.9 points below standard 		<p>ed: 32.0 points below standard</p> <ul style="list-style-type: none"> Students with Disabilities: 88.0 points below standard African American: 28.0 points below standard Hispanic: 33.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	<p>2020-21:</p> <ul style="list-style-type: none"> All Students: 60.0% English Learners: 56.3% Socioeconomically Disadvantaged: 58.0% 	<p>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 77.2% English Learners: 69.2% 	<p>Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: XX.X% English Learners: XX.X% 		<p>2023-24:</p> <ul style="list-style-type: none"> All Students: 65.0% English Learners: 65.0% Socioeconomically Disadvantaged: 65.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Students with Disabilities: 57.1% African American: 33.3% Hispanic: 63.0% White: * 	<ul style="list-style-type: none"> Students with Disabilities: 72.7% Hispanic: 78.1% White: N/A 	<ul style="list-style-type: none"> Students with Disabilities: XX.X% Hispanic: XX.X% White: XX.X% 		<ul style="list-style-type: none"> Students with Disabilities: 65.0% African American: 65.0% Hispanic: 65.0% White: 65.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: (2019 Dashboard) 44.8%	2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. 2022 ELPAC Percentage of Students at Each Performance Level: <ul style="list-style-type: none"> Level 4: 31.25% Level 3: 43.75% Level 3: 18.75% Level 1: 6.25% 	2021-22: (2022 Dashboard) 66.7%		2022-23: (2023 Dashboard) 47.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	2020-21: 12.1%	2021-22 RFEP data is not available. The following is the 2022 summative ELPAC	2022-23 RFEP data is not available. The following is the 2022 summative ELPAC		2023-24: 15.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Source: CDE DataQuest)		percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 31.25%	percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 31.25%		
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: <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.	2021-22: <ul style="list-style-type: none"> All Students: 26.47% English Learners: 0 Socioeconomically Disadvantaged: 26.66% Students with Disabilities: 0.00% Hispanic: XX.XX% 		2022-23: <ul style="list-style-type: none"> All Students: 16.00% Socioeconomically Disadvantaged: 10.00% Hispanic: 10.00%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad course of study and standards-based curriculum	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its	\$444,665.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds: 3500 Unemployment Insurance Funding Source: Federal Resource Code: 3010 Title I Amount: 36.608</p> <p>3400 Health & Welfare Benefits Funding Source: Federal Resource Code: 3010 Title I Amount: 1478.16</p> <p>3300 OASDI/Medicare Funding Source: Federal Resource Code: 3010 Title I Amount: 265.408</p> <p>3100 STRS Funding Source: Federal Resource Code: 3010 Title I Amount: 3496.064</p> <p>1100 TeacherSalaries Funding Source: Federal Resource Code: 3010 Title I Amount: 18304</p>		
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	\$22,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high-quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high-quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds: 5864 Prof Dev-Other Funding Source: Federal Resource Code: 4035 Title II Amount: \$10,000</p>		
2.3	MTSS - Academic enrichment, intervention, and student support	<p>Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based</p>	\$369,707.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Accelerated Reader, Lexercise, ST Math, Standards Plus, Quizizz, Padlet, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, Listenwise, Grammarly, Cambium Learning, ABC Mouse, Learning A-Z, Cityspan, Flocabulary, Alexandria Library, Nearpod, Newsela, and myON.)</p> <p>The following expenditures will be funded by federal Title funds: 4340 Educat Software Funding Source: Federal Resource Code: 3010 Title I Amount: \$18,973</p> <p>3500 Unemployment Insurance Funding Source: Federal Resource Code: 3010 Title I Amount: 13.5 3300 OASDI/Medicare Funding Source: Federal Resource Code: 3010 Title I Amount: 97.875 3100 STRS Funding Source: Federal Resource Code: 3010 Title I Amount: 1289.25 1100 TeacherSalaries Funding Source: Federal Resource Code: 3010 Title I Amount: 6750 4340 Educat Software Funding Source: Federal Resource Code: 4127 Title IV, Part A ESEA (ESSA) Amount: \$6,200</p>		

Action #	Title	Description	Total Funds	Contributing
2.4	Designated and integrated ELD programs	<p>Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and the CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.</p> <p>The following expenditures will be funded by federal Title funds: 3500 Unemployment Insurance Funding Source: Federal Resource Code: 3010 Title I Amount: 12.76</p> <p>3400 Health & Welfare Benefits Funding Source: Federal Resource Code: 3010 Title I Amount: 492.72</p>	\$102,404.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>3300 OASDI/Medicare Funding Source: Federal Resource Code: 3010 Title I Amount: 92.51</p> <p>3100 STRS Funding Source: Federal Resource Code: 3010 Title I Amount: 1218.58</p> <p>1100 TeacherSalaries Funding Source: Federal Resource Code: 3010 Title I Amount: 6380</p>		
<p>2.5</p>	<p>Support for students with disabilities</p>	<p>Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	<p>\$173,948.00</p>	<p>No</p>

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

2.1 Broad course of study and standards-based curriculum

There were no substantive differences between our estimated and actual spending. Magnolia Science Academy 6 continues to offer a standards-based curriculum throughout its regular school day. All core classes are being taught and in addition to the core classes, we also have Physical Education, Life Skills, Enrichment classes for math and ELA, and a homeroom/SSR/advisory class at the beginning of the school day. We also round out our student's education with after-school clubs. During this time, we have students join our STEAM team, our SBC club, Journalism, and our Tutoring clubs. At least one or two of these clubs are offered throughout the week.

2.2 Professional development for high-quality instruction

Along with all of the Magnolia wide pd's, which include; principal's meetings, dean meetings, new teacher meetings, PACE meetings, CSC meetings...etc., this year, we added three more professional development pieces to enhance our teachers and staff. One being the Kagan training, which is a two and a half year program/training which helps our teachers have more engaging practices. The second is our TOSA, teacher on special assignment positions, that meet once a month with all of the other teachers in their respective subjects across MPS. This is a place to share best practices with each other to help with their classes. Lastly, MPS, has implemented an org wide professional development for MTSS, multi-tiered supports and strategies. This professional development is to help build our capacities with the different types of students that we deal with.

2.3 MTSS - Academic enrichment, intervention, and student support

Along with the professional development that we are receiving from our home office, we are also doing in-person Saturday schools, in-person NID trips, clubs and tutoring on a daily basis.

2.4 Designated and integrated ELD programs

At Magnolia Science Academy 6 the designated ELD classes are now being taught by a teacher and a paraprofessional to give students more support. Designated ELD program is during the first period of the day, 5 days a week. ELD coordinator is continuously updating our teachers on who the EL students. ELD coordinator will do ELAC meetings, although we have less than 21 EL students. ELD coordinator will continuously update the staff on what is going on in the designated ELD class in order to carry that over to the regular classes. Teachers are also incorporating ELD strategies in order to help students understand their classes. One of the two teachers who is teaching designated ELD is currently in a professional development setting with LACOE to further improve her knowledge on ELD strategies.

2.5 Support for students with disabilities

No substantive change due to the low amount of students with an IEP. Due to the, roughly, same amount of students last year and this year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1

Budgeted \$444,665.00

Actual \$610,183.57

This might be because of the enrollment and our teacher/student ratio. However, with the group of teachers we have, we are yielding good results with our students.

Goal 2 Action 2

Budgeted \$22,500.00

Actual \$40,802.00

We are spending a lot of our Educator's Effectiveness Block Grant on professional development for our staff. We are currently using this money for Kagan training and Kagan coaching.

Goal 2 Action 3

Budgeted \$369,707.00

Actual \$230,484.78

We are doing our best to use our ELOP funds. We are currently on our way to hit 30 non-instructional day field trips. We have around 20 non-instructional days from our staff and through our ASES program, Think Together. We still need about 10 more.

Goal 2 Action 4

Budgeted \$102,404.00

Actual \$109,185.51

n/a

Goal 2 Action 5

Budgeted \$173,948.00

Actual \$129,492.77

Our biggest funding for SPED was to have in instructional aide and to pay for our RSP teacher's salaries. This is a need that we will always have, especially for next year, where we will have an influx of students with disabilities.

An explanation of how effective the specific actions were in making progress toward the goal.

2.1 Magnolia Science Academy 6 has been able to implement its core curriculum, which includes Math, ELA, History, and Science. In addition to our core classes, we were able to round out our curriculum with PE and Life Skills. Lastly, our after-school programs help with any other programs that students want and teachers can provide.

2.2 We will be using data from different sources. We will use the IAB data to analyze how well our programs are working. We will also use formative assessments to help inform our instruction. Lastly, we will use summative assessments, the SBAC, and our MAP tests, to see if we are making progress toward our goal. The only summative information that is available for us now is our map testing, which is located at this link: https://docs.google.com/spreadsheets/d/1wSdSo41hthY0005OW71j-k-xmV4O8az0sQPs5G4_MuA/edit#gid=1514245097

2.3 Most of our monies spent in Goal 2 action 3 were spent on personnel and in educational programs. For teachers and staff, we needed to make sure that we had enough staff members to help out with MTSS. With our current staff, we were able to have extra help in our classes with teacher aides. Every grade level had a teacher's aide that helped out with the core classes.

2.4 This year, to meet the needs of our ELD students, we were able to have a credentialed teacher in the designated ELD class. At the end of the school year, the ELPAC test is administered to these students. This year, we were able to see 3 students, out of 14 students score an overall 4 on the test (the highest score). This is nearly 21% of our students who are in the ELD class. We are in the process of reclassifying these students, pending parent approval.

2.5 For our SPED services, we were able to have annual meetings and tri-annual meetings with all of our students who had an IEP, on time. We were able to provide the necessary services that each IEP specified, which included accommodations like speech, extra time, APE, and more, but due to some technical difficulties, miscommunication, and absences of the students, we had some students in higher tiers.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

2.1 Magnolia Science Academy will keep its after-school program the same for now. We would like to incorporate our parents to volunteer for after-school clubs in order to further enhance our after-school programs. We will also have the bus come at a later time to have longer club/tutoring periods.

2.2 Next year, we are going to do the same types of PD's. However, we will continue with day 3 and day 4 of the Kagan Learning Strategies. This is a well-known company that helps give teachers tools to engage students in their studies.

2.3 Next year, we are going to do the same types of PD's. However, we will continue with day 3 and day 4 of the Kagan Learning Strategies. This is a well-known company that helps give teachers tools to engage students in their studies. We will be doing tier 2 strategies for our academic/behavior struggling students throughout the day and have tier 3 interventions after-school.

2.4 We would like to continue doing what we are doing this year, for next year. Currently, the ELD class is structured in a way where the classes have a good teacher-to-student ratio, of 10:1.

2.5 Next year, we plan on keeping the same program that we have this year. However we are expecting a wave of students with disabilities. Currently we are expecting 21 students with an IEP, a 50% increase in our SPED population. This means that we would need to hire a full-time SPED teacher to help our students and our teachers.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 2%	2021-22: (As of 5/13/22) 1%	2022-23: (As of 5/12/23) 0%		2023-24: 10%
Percentage of students in the current graduating class who	2020-21: (As of 4/16/21) 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%		2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)					
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 95%	2021-22: (As of 5/13/22) 96%	2022-23: (As of 5/12/23) 97%		2023-24: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	<p>Charter School will promote a college-going culture through college visits, college/career days, and other college-related activities.</p> <p>Expenditures associated with this action include the following: college/career-related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds:N/A</p>		Yes

Action #	Title	Description	Total Funds	Contributing
3.2	STEAM and GATE programs	<p>Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math courses and clubs. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM-focused project, experiment, model, or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, using problem-based learning, and research.</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>	\$2,000.00	Yes
3.3	Digital literacy and citizenship programs	<p>Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited</p>	\$492.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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: 4340 Educat Software Funding Source: Federal Resource Code: 4127 Title IV, Part A ESEA (ESSA) Amount: \$492</p>		
3.4	Physical education, activity, and fitness	<p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals, or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p>	\$132,182.00	Yes

Action #	Title	Description	Total Funds	Contributing
		4335 PE Supplies Funding Source: Federal Resource Code: 4127 Title IV, Part A ESEA (ESSA) Amount: \$3,250		
3.5	Additional programs and activities that support well-rounded education	<p>In an effort to provide a well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline, and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after-school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support a well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.</p> <p>The following expenditures will be funded by federal Title funds: 4326 Arts&MusicSupps Funding Source: Federal Resource Code: 4127 Title IV, Part A ESEA (ESSA) Amount: \$1,300</p>	\$4,800.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

3.1 College/Career readiness programs and activities

Magnolia Science Academy 6 did not budget/spend any money on this item as either item doesn't apply to our school (6-8), or the

expenditures were coded differently.

3.2 STEAM and GATE programs

Magnolia Science Academy 6's STEAM team took their skills to the next level, to the LA County Science Fair. This is in addition to having our kids do their science projects and participating in things like our local science fair and our MPS wide STEAM expo.

3.3 Digital literacy and citizenship programs

There was little substantive difference. All students are now learning about digital literacy in their classes because of the heavy usage of computers/chromebooks. Our citizenship class, provided by our SEL classes, were an added curriculum as of the 2nd semester of this year. The curriculum that we are using is called the Leader In Me, which was inspired by the 7 healthy habits of successful teens.

3.4 Physical education, activity, and fitness

There was no substantive difference between this goal and action.

3.5 Additional programs and activities that support well-rounded education

This year, we were awarded the ASES program, which helped us bring on Think Together, an after-school program. They have more activities that help round out our current programs at our school and are able to stay until 6 pm to help with parents who are working late.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1

Budgeted \$-

Actual \$-

Goal 3 Action 2

Budgeted \$2,000.00

Actual \$1,500.00

We underspent with our STEAM team and GATE program. For next year, we will spend more because we plan on going to more science fairs.

Goal 3 Action 3

Budgeted \$492.00

Actual \$300.00

n/a

Goal 3 Action 4

Budgeted \$132,182.00

Actual \$98,063.28

We were under our budgeted amount. We are planning to spend more in physical education/health in order to give students different activities throughout the year.

Goal 3 Action 5

Budgeted \$4,800.00

Actual \$64,565.00

We expended funds on our new ASES program that we received a grant for. We have partnered with Think Together in order to help us with our after-school programs.

An explanation of how effective the specific actions were in making progress toward the goal.

3.1 College/Career readiness programs and activities

Magnolia Science Academy 6 did not budget/spend any money on this item as either item doesn't apply to our school (6-8), or the expenditures were coded differently.

3.2 STEAM and GATE programs

Magnolia Science Academy 6 gives students an opportunity to refine their scientific minds by creating projects and refining them all year long. This process helps our students become critical thinkers and people who learn grit through these tough competitions.

3.3 Digital literacy and citizenship programs

The integration of digital literacy in all of our classes gives our students 21st century skills to be able to write, navigate, research, and to use technology as a tool. The added component of our citizenship curriculum, helps our students with real world problems that they will be dealing with as they continue with life. We are piloting this program this year, but we plan to fully implement these lessons next year.

3.4 Physical education, activity, and fitness

Along with building strong minds, we are also doing our best with building strong students. This helps with our Physical Fitness test that all of our 7th grade students are required to do.

3.5 Additional programs and activities that support well-rounded education

This year, we were awarded the ASES program, which helped us bring on Think Together, an after-school program. They have more activities that help round out our current programs at our school and are able to stay until 6 pm to help with parents who are working late.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

3.1 College/Career readiness programs and activities

Magnolia Science Academy 6 did not budget/spend any money on this item as either item doesn't apply to our school (6-8), or the expenditures were coded differently.

3.2 STEAM and GATE programs

We will continue to strive to have 100% of our students to participate in our science projects and our science fair. We will continue to have our STEAM team and be able to take our students to competitions.

3.3 Digital literacy and citizenship programs

We would like to continue with the integration of our technology in our classes in order to build digital literacy with our students. We are also going to implement our citizenship class/sel classes to all of our students from the beginning of the school year in order to get through the entire curriculum.

3.4 Physical education, activity, and fitness

Our goal is to have 80% of our student pass the physical fitness test.

3.5 Additional programs and activities that support well-rounded education

Next year, we would like to work with Think Together, from the beginning of the school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3	2021-22: (As of 5/13/22) 7	This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings.		2023-24: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3	2021-22: (As of 5/13/22) 2	2022-23: (As of 5/12/23) 2		2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 14	2021-22: (As of 5/13/22) 8	2022-23: (As of 5/12/23) 8		2023-24: 8
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 14	2021-22: (As of 5/13/22) 12	2022-23: (As of 5/12/23) 23		2023-24: 4
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: 4	2022-23: 4		2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 26.1%	2021-22: (As of 5/13/22) 25.8%	2022-23: (As of 5/12/23) 27.7%		2023-24: 25.0%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 96.48	2021-22: (P-2 ADA) 78.52%	2022-23: (P-2 ADA) 91.76%		2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 9.1%	2021-22: (As of 5/13/22) 33%	2021-22: (2022 Dashboard) 33.0% 2022-23: (As of 5/12/23) 32.0%		2022-23: (2023 Dashboard) 9.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%	2021-22: (As of 5/13/22) 0%	2022-23: (As of 5/12/23) 0%		2023-24: 0.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 5/13/22) 0.00%	2021-22: (2022 Dashboard) 1% 2022-23: (As of 5/12/23) 3.1%		2022-23: (2023 Dashboard) 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 5/13/22) 0.00%	2021-22: (2022 Dashboard) 0.00% 2022-23: (As of 5/12/23) 0.00%		2022-23: (CDE DataQuest) 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 99.4% Families: 88.7% Staff: 100.0%	2021-22: Students: 100% Families: 100% Staff: 100%	2022-23: Students: 100% Families: 96.4% Staff: 100%		2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 79% Families: 99% Staff: 93%	2021-22: Students: 77% Families: 99% Staff: 97%	2022-23: Students: 76% Families: 98% Staff: 97%		2023-24: Students: 80% Families: 95% Staff: 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 95%	2021-22: (Spring 2021 to Fall 2021) 68%	2022-23: (Spring 2022 to Fall 2022) 96%		2023-24: (Spring 2023 to Fall 2023) 85%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Seeking family input for decision making	<p>Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities, and budgets, UCP, parent involvement policy, and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Building partnerships with families for student outcomes	<p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop-off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p> <p>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, Dean of Student salary and benefits, and Office Manager/Administrative assistant salaries and benefits.</p> <p>The following expenditures will be funded by federal Title funds: 5800 ProfessServices Funding Source: Federal Resource Code: 3010 Title I Amount: \$1,000 3500 Unemployment Insurance Funding Source: Federal Resource Code: 3010 Title I Amount: 2</p>	\$134,619.00	

Action #	Title	Description	Total Funds	Contributing
		3300 OASDI/Medicare Funding Source: Federal Resource Code: 3010 Title I Amount: 14.5 3100 STRS Funding Source: Federal Resource Code: 3010 Title I Amount: 191 1100 TeacherSalaries Funding Source: Federal Resource Code: 3010 Title I Amount: 1000		
4.3	MTSS - PBIS and SEL support	<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis, or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention, and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in</p>	\$6,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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: 4310 Ins Mats & Sups Funding Source: Federal Resource Code: 3010 Title I Amount: \$500</p>		
4.4	Annual stakeholder surveys	<p>Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds:</p>	\$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Panorama Education survey fees: Resource: Title I, Part A; Amount: \$1,000 		
4.5	Community outreach and partnerships	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$228,967.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

4.1 Seeking family input for decision making

We have about 9 PTF meetings and 9 PAC meetings this year to inform parents about our school logistics and how our families can impact our school. In addition to these meetings, we also have family surveys that we give out three times per year in order to get anonymous feedback from our stakeholders.

4.2 Building partnerships with families for student outcomes

This year, we exceeded our home visit goal of 25% by a few points. Through our home visits we would like to continue building relationships with each other and bridge the gap between schools and families.

4.3 MTSS - PBIS and SEL support

Monthly assemblies were conducted to help with our PBIS culture at our school. We had a total of 9 assemblies. We are also implementing the Leader in Me, an SEL/citizenship curriculum to help our students with their emotional regulation and to deal with the pressures of being in middle school.

4.4 Annual stakeholder surveys

There was no substantive difference with our estimated and actual budget for this action plan. There was a 1% drop in family and student approval rate.

2022-23:

Students: 76%

Families: 98%

Staff: 97%

4.5 Community outreach and partnerships

Our community schools coordinator was able to find outside organizations that partnered with our school. This year we were able to have a vaccination clinic at our site, the LA Department of health and safety provide resources to our school, another community center near our school (KYCC), continue our partnership with Baby 2 Baby, and we were also able to meet with two politicians this school year to advocate for our school.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1

Budgeted \$-

Actual \$-

Goal 4 Action 2

Budgeted \$134,619.00

Actual \$134,354.28

Goal 4 Action 3

Budgeted \$6,000.00

Actual \$163,394.04

Goal 4 Action 4

Budgeted \$1,000.00

Actual \$1,000.00

Goal 4 Action 5

Budgeted \$228,967.00

Actual \$135,632.96

4.1 Seeking family input for decision making

4.2 Magnolia Science Academy 6 had a small substantive change for these funds. We used up all of our budget through hiring personnel, home visits, and having a parent college. These actions are to help build relationships with our families and our students.

4.3 There was a substantive difference between the budget and the actual budget. We mainly used these funds for our uniforms and to support our students for our homeless students.

4.4 There was no substantive difference with our estimated and actual budget for this action plan.

4.5 There was a substantive difference for this action/goal. We spent around \$8,000 more than we had budgeted on marketing.

An explanation of how effective the specific actions were in making progress toward the goal.

4.1 Seeking family input for decision making

In order to be a fully powered school, we would like for all of our partners to be a part of the decision making process. This means that we would like to continue making decisions with our students and our families, along with the school staff. With all three partners in place, we believe that we could continue to improve our school. This year we had 23 activities versus last year's 12. We also had 27% of our population home visited, up from 25%. We believe that all these things help with building a stronger relationship in order to have family input for decision making.

4.2 Building partnerships with families for student outcomes

This year, we exceeded our home visit goal of 25% by a few points. Through our home visits we would like to continue building relationships with each other and bridge the gap between schools and families. With stronger relationships, we may see higher buy-in from the family and the student. which may lead to higher academic results and lower behavioral problems at our school.

4.3 MTSS - PBIS and SEL support

The assemblies help keep a positive attitude and culture at our school. The more satisfied our students are, the happier they feel, and this is how we can create a sense of belonging with our students. The SEL support should help with making better decisions and choices as they go, arguably, their most difficult phase in their life, middle school.

4.4 Annual stakeholder surveys

The stakeholder survey helps us understand the good things that we are doing and the not so good things that we are doing. It gives us a chance to reflect on our own practices and helps us with refine our practices to the best of our abilities. Although we dropped one percent from our students and families, our approval percentage is still relatively high at 76% and 98% (this year).

4.5 Community outreach and partnerships

The goal is to become a community school. With that in mind, we will need to have many partnerships with our families to become a central hub for our parents, where they can count on us to find answers to their questions about anything and everything.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

4.1 Seeking family input for decision making

We would like to continue with creating opportunities to have parents be a part of the decision making process. Although the survey is a good way to do this, because it is anonymous, we would like to have discussions regarding the inner workings of the school and to empower our parents to be a part of our school.

4.2 Building partnerships with families for student outcomes

We believe that we set a realistic goal for our staff, 25%. This year, we hit 27% of our populations families. However, there was a trend that most of our home visits were in the 2nd semester, online, or at a nearby place, other than their homes. Next year, we would like to be able to do this earlier to establish a stronger rapport with our families and our students.

4.3 MTSS - PBIS and SEL support

The monthly PBIS meetings/assemblies have been a good thing this year. However, fundraising for this has been difficult. In order to support the PBIS, we would like to continue buying fun little things for our kids, therefore we will need to fundraise early in order to support this program. Our new SEL program that we began in the middle of the school year, will need to be started early on in order to finish the curriculum. Next year, we will need to implement the SEL lessons with fidelity in order to see if it was an effective program or not.

4.4 Annual stakeholder surveys

We hope to have higher numbers of our students approving our school. This year it was 77%, but we hope that we can make it to the 80% range when we conduct our survey's next year.

4.5 Community outreach and partnerships

We will continue to search for more partnerships and to continue to foster our current relationships in order to be a true community school.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$404,525	\$48,626.77

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.21%	0.00%	\$0.00	38.21%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

- Goal 1: Action 4: Healthy and nutritious meals

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Magnolia Science Academy-6 will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Low-income students are eligible to receive reduced-price or free meals at school and this action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Magnolia Science Academy-6 will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school

meal programs. Magnolia Science Academy-6 will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 2: Action 2: Professional development for high-quality instruction

The majority of Magnolia Science Academy-6's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. With the needs of our diverse student body in mind, Magnolia Science Academy-6 will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention, and student support

The majority of Magnolia Science Academy-6's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. Considering the needs of our vulnerable student

groups in mind, Magnolia Science Academy-6 will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Magnolia Science Academy-6 will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Magnolia Science Academy-6 will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 4: Designated and integrated ELD programs

The majority of Magnolia Science Academy-6's student population consists of English Learners (EL), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. Considering the needs of our ELs, Magnolia Science Academy-6 will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Magnolia Science Academy-6 will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Magnolia Science Academy-6 teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Magnolia Science Academy-6 will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Magnolia Science Academy-6 will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Magnolia Science Academy-6 will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Magnolia Science Academy-6 will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students. RFEP students, students

with disabilities, and all other student groups will benefit from this schoolwide action. We expect this action will result in increased academic achievement of our student groups, particularly of our ELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, Lexile growth, and EL reclassification rates as identified in our LCAP metrics in Goal 2.

- Goal 3: Action 1: College/Career readiness programs and activities

The majority of Magnolia Science Academy-6's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. With the needs of our unduplicated students in mind, Magnolia Science Academy-6 will promote a college-going culture through college visits, college/career days, and other college related activities. These activities are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in student grades, attendance rates, and percentage of students enrolled in accelerated programs and involved in STEAM activities, eventually leading to students taking rigorous courses in high school to better prepare for college and career.

- Goal 3: Action 2: STEAM and GATE programs

Magnolia Science Academy-6 has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Magnolia Science Academy-6's educational approach is based on the conviction that STEAM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEAM curricula. Magnolia Science Academy-6 strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Magnolia Science Academy-6's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Magnolia Science Academy-6 will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Magnolia Science Academy-6 will design and implement engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities. Gifted and talented students and

students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.

- Goal 3: Action 3: Digital literacy and citizenship programs

The majority of Magnolia Science Academy-6's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our low-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. With such needs of our students in mind, Magnolia Science Academy-6 will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Magnolia Science Academy-6 will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Magnolia Science Academy-6 staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.

- Goal 3: Action 4: Physical education, activity, and fitness

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. With consideration of the importance of physical fitness, Magnolia Science Academy-6 will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the

benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Magnolia Science Academy-6 will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Magnolia Science Academy-6 will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Magnolia Science Academy-6 will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Magnolia Science Academy-6 will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

The majority of Magnolia Science Academy-6's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. In an effort to provide well-rounded education to our students, Magnolia Science Academy-6 will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Magnolia Science Academy-6 teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, language other than English and culture, sports, visual and performing arts, community service, and others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 4: Action 1: Seeking family input for decision making

It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Magnolia Science Academy-6 uses the LCAP to serve as the SPSA), and WASC Self-Study. Magnolia Science Academy-6 wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Magnolia Science Academy-6's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Magnolia Science Academy-6 needs to provide multiple channels to engage parents in decision making. Considering the needs of our unduplicated students and their families, Magnolia Science Academy-6 will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Magnolia Science Academy-6 chooses to utilize the LCAP to serve as the SPSA. Magnolia Science Academy-6 will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessments, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Magnolia Science Academy-6 will conduct parent surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Magnolia Science Academy-6 utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. We also expect this action will result in increased parent satisfaction as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Magnolia Science Academy-6's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to build partnerships with our families for student outcomes, Magnolia Science Academy-6 will build trusting and respectful relationships with parents through

activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Magnolia Science Academy-6 will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Magnolia Science Academy-6 will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Magnolia Science Academy-6 will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Magnolia Science Academy-6 will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Magnolia Science Academy-6 utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate and ADA rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 3: MTSS - PBIS and SEL support

The majority of Magnolia Science Academy-6's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Magnolia Science Academy-6 needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Magnolia Science Academy-6 will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Magnolia Science Academy-6 will offer a Life Skills/Character Education program that provides

students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Magnolia Science Academy-6 will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Magnolia Science Academy-6 will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Magnolia Science Academy-6 will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Magnolia Science Academy-6 will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 4: Annual stakeholder surveys

It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Magnolia Science Academy-6 uses the LCAP to serve as the SPSA), and WASC Self-Study. Magnolia Science Academy-6 wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Magnolia Science Academy-6's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage stakeholders in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Magnolia Science Academy-6 needs to provide multiple channels to engage stakeholders in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Magnolia Science Academy-6 will annually administer school experience surveys to students, parents, and staff. Magnolia

Science Academy-6 will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

- Goal 4: Action 5: Community outreach and partnerships

The majority of Magnolia Science Academy-6's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Magnolia Science Academy-6 needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Magnolia Science Academy-6 will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Magnolia Science Academy-6 will secure community support to sustain existing resources and add new resources that address emerging student needs. Magnolia Science Academy-6 leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Magnolia Science Academy-6 will increase or improve services provided for unduplicated students by at least the percentage calculated as compared to the services provided for all students in the LCAP year. Services are increased (in quantity) or improved (in quality) by those actions in our LCAP that are included in the Goals and Actions section as "contributing" to the increased or improved services requirement. We expect that these actions will result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services we provide to all students. Magnolia Science Academy-6 will increase or improve services for our unduplicated students through the following actions:

- Goal 1: Action 4: Healthy and nutritious meals

Low-income students are eligible to receive reduced-price or free meals at school. Magnolia Science Academy-6 will maintain nutrition education resources and promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes.

- Goal 2: Action 2: Professional development for high-quality instruction

Professional development will occur at the MPS organizational level and within the school. In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention and student support

Magnolia Science Academy-6 will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Magnolia Science Academy-6 will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) These student supports and interventions will provide increased and improved services for all our unduplicated students who would need the extra support and attention.

- Goal 2: Action 4: Designated and integrated ELD programs

Magnolia Science Academy-6 will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Magnolia Science Academy-6 will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Magnolia Science Academy-6 teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Magnolia Science Academy-6 will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Magnolia Science Academy-6 will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Magnolia Science Academy-6 will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Magnolia Science Academy-6 will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners.

- Goal 3: Action 1: College/Career readiness programs and activities

Magnolia Science Academy-6 will promote a college-going culture through college visits, college/career days, and other college related activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints.

- Goal 3: Action 2: STEAM and GATE programs

Magnolia Science Academy-6 will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. Magnolia Science Academy-6 will design and implement engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities.

- Goal 3: Action 3: Digital literacy and citizenship programs

Magnolia Science Academy-6 will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Magnolia Science Academy-6 will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Magnolia Science Academy-6 staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated

students by expanding their knowledge and skills in an ever-evolving digital world.

- Goal 3: Action 4: Physical education, activity, and fitness

Magnolia Science Academy-6 will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Magnolia Science Academy-6 will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Magnolia Science Academy-6 will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Magnolia Science Academy-6 will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Magnolia Science Academy-6 will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. These activities will result in increased and improved services, particularly for our low-income students who may not have a physically active and healthy lifestyle.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

In an effort to provide well-rounded education to our students, Magnolia Science Academy-6 will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Magnolia Science Academy-6 teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students.

- Goal 4: Action 1: Seeking family input for decision making

Magnolia Science Academy-6 will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Magnolia Science Academy-6 chooses to utilize the LCAP to serve as the SPSA. Magnolia Science Academy-6 will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessments, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Magnolia Science Academy-6 will conduct parent surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Magnolia Science Academy-6 will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all

students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Magnolia Science Academy-6 will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Magnolia Science Academy-6 will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Magnolia Science Academy-6 will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Magnolia Science Academy-6 will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 3: MTSS - PBIS and SEL support

Magnolia Science Academy-6 will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Magnolia Science Academy-6 will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Magnolia Science Academy-6 will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Magnolia Science Academy-6 will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Magnolia Science Academy-6 will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Magnolia Science Academy-6 will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students.

- Goal 4: Action 4: Annual stakeholder surveys

Magnolia Science Academy-6 will annually administer school experience surveys to students, parents, and staff. Magnolia Science Academy-6 will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for

increased and improved services for our unduplicated students and their families.

- Goal 4: Action 5: Community outreach and partnerships

Magnolia Science Academy-6 will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Magnolia Science Academy-6 will secure community support to sustain existing resources and add new resources that address emerging student needs. Magnolia Science Academy-6 leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities result in increased and improved resources for our unduplicated students.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Magnolia Science Academy-6 will use the extra funding from the concentration grant add-on funds to hire another staff member who will focus on giving aide to students who are; foster youth, English learners, and/or low-income students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$850,213.00	\$608,820.00	\$11,579.00	\$611,676.00	\$2,082,288.00	\$1,394,065.00	\$688,223.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Teacher assignments and credentials	All	\$10,800.00				\$10,800.00
1	1.2	Instructional materials and technology	All	\$68,730.00	\$10,500.00		\$2,909.00	\$82,139.00
1	1.3	Clean and safe facilities that support learning		\$249,091.00				\$249,091.00
1	1.4	Healthy and nutritious meals	Low Income	\$9,000.00				\$9,000.00
1	1.5	Well-orchestrated Home Office support services	All	\$99,612.00		\$4,079.00	\$4,283.00	\$107,974.00
2	2.1	Broad course of study and standards-based curriculum	All	\$132,181.00	\$17,093.00		\$295,391.00	\$444,665.00
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	\$2,500.00	\$10,000.00		\$10,000.00	\$22,500.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	\$152,852.00	\$177,530.00	\$6,000.00	\$33,325.00	\$369,707.00
2	2.4	Designated and integrated ELD programs	English Learners	\$94,207.00			\$8,197.00	\$102,404.00
2	2.5	Support for students with disabilities	Students with Disabilities		\$157,078.00		\$16,870.00	\$173,948.00
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income					
3	3.2	STEAM and GATE programs	English Learners Foster Youth		\$2,000.00			\$2,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income				\$492.00	\$492.00
3	3.4	Physical education, activity, and fitness	Low Income		\$19,341.00		\$112,841.00	\$132,182.00
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	\$2,000.00		\$1,500.00	\$1,300.00	\$4,800.00
4	4.1	Seeking family input for decision making	English Learners Foster Youth Low Income					
4	4.2	Building partnerships with families for student outcomes		\$7,240.00	\$1,811.00		\$125,568.00	\$134,619.00
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	\$5,500.00			\$500.00	\$6,000.00
4	4.4	Annual stakeholder surveys	English Learners Foster Youth Low Income	\$1,000.00				\$1,000.00
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	\$15,500.00	\$213,467.00			\$228,967.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$1,058,717	\$404,525	38.21%	0.00%	38.21%	\$282,559.00	0.00%	26.69 %	Total:	\$282,559.00
								LEA-wide Total:	\$282,559.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	\$9,000.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$152,852.00	
2	2.4	Designated and integrated ELD programs	Yes	LEA-wide	English Learners	All Schools	\$94,207.00	
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.2	STEAM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools		
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	
4	4.1	Seeking family input for decision making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,500.00	
4	4.4	Annual stakeholder surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,500.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,082,288.00	\$2,448,285.01

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher assignments and credentials	No	\$10,800.00	\$10,900.00
1	1.2	Instructional materials and technology	No	\$82,139.00	\$96,187.19
1	1.3	Clean and safe facilities that support learning		\$249,091.00	\$309,906.65
1	1.4	Healthy and nutritious meals	Yes	\$9,000.00	\$5,000.00
1	1.5	Well-orchestrated Home Office support services	No	\$107,974.00	\$307,332.98
2	2.1	Broad course of study and standards-based curriculum	No	\$444,665.00	\$610,183.57
2	2.2	Professional development for high-quality instruction	Yes	\$22,500.00	\$40,802.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$369,707.00	\$230,484.78
2	2.4	Designated and integrated ELD programs	Yes	\$102,404.00	\$109,185.51
2	2.5	Support for students with disabilities	No	\$173,948.00	\$129,492.77

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	College/Career readiness programs and activities	Yes		
3	3.2	STEAM and GATE programs	Yes	\$2,000.00	\$1,500.00
3	3.3	Digital literacy and citizenship programs	Yes	\$492.00	\$300.00
3	3.4	Physical education, activity, and fitness	Yes	\$132,182.00	\$98,063.28
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$4,800.00	\$64,565.00
4	4.1	Seeking family input for decision making	Yes		
4	4.2	Building partnerships with families for student outcomes		\$134,619.00	\$134,354.28
4	4.3	MTSS - PBIS and SEL support	Yes	\$6,000.00	\$163,394.04
4	4.4	Annual stakeholder surveys	Yes	\$1,000.00	\$1,000.00
4	4.5	Community outreach and partnerships	Yes	\$228,967.00	\$135,632.96

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$282,559.00	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	\$9,000.00			
2	2.2	Professional development for high-quality instruction	Yes	\$2,500.00			
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$152,852.00			
2	2.4	Designated and integrated ELD programs	Yes	\$94,207.00			
3	3.1	College/Career readiness programs and activities	Yes				
3	3.2	STEAM and GATE programs	Yes				
3	3.3	Digital literacy and citizenship programs	Yes				
3	3.4	Physical education, activity, and fitness	Yes				
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$2,000.00			
4	4.1	Seeking family input for decision making	Yes				
4	4.3	MTSS - PBIS and SEL support	Yes	\$5,500.00			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.4	Annual stakeholder surveys	Yes	\$1,000.00			
4	4.5	Community outreach and partnerships	Yes	\$15,500.00			

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$666,015		0.00%	0.00%	\$0.00	0.00%	0.00%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Magnolia Science Academy 7, is a classroom-based charter school serving grades TK-5 with a curriculum emphasis on science, technology, engineering, arts, and math (STEAM). Originally founded in 2009, MSA-7's mission is to provide a college-motivating educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-7 has 264 students in grades TK-5 and mainly draws enrollment from Northridge, Reseda, and neighboring communities. The neighborhoods that MSA-7 serves are heavily immigrants with a language other than English spoken at home. A high concentration of the families MSA-7 serves to face economic challenges. MSA-7 has a diverse enrollment, including 71% Hispanic/Latino, 9% White, 81% Socioeconomically Disadvantaged, 15% Special Education, and 33% English Learner population.

MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-7 is supplemented by tutoring, after-school programs, and school-to-out-of-school resource links.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

MSA-7 data manager, administration team, survey results, and annual site visit auditors from LAUSD provided data and information available.

The data below is from the most recent California Dashboard data available and identified areas of strength:

- Suspension Indicator on the California Dashboard is at a very low rate and continues to maintain this measure
- English Language Progress Indicator on the California Dashboard is at a medium level and continues to move towards a high or very high level.
- English Language Arts indicator on the California Dashboard is orange and all students improved from the spring of 2018 to the fall of 2018.
- Mathematics indicators on the California Dashboard are also orange, LAUSD Site Visitors (Charter School Department Auditors) shared the comparison table of similar schools and according to it, MSA-7 is higher than all shared (neighborhood) similar schools in ELA and MATH based on the 2018 SBAC results.

In terms of organizational, management, and program areas, LAUSD Charter School Department Site visitors gave MSA-7 a score of 4, and no score was given for Student Achievement and Educational Performance.

Some additional successes our school accomplished this year include:

- 100% of our students had access to all curricular and technology items needed to access their academic program.
- 100% of our students have created and/or demonstrated a STEAM-focused project this year as well as completed a Computer/Technology class.
- Educational partner approval rates of 73% for students, 99% for families, and 90% for staff

MSA-7 seeks to continually develop professional learning opportunities for all educational partners in the areas of academic and socio-emotional development. Potential training includes development in a growth mindset, culturally responsive teaching, trauma-informed instruction, PBIS, addressing learning loss, and more. MSA-7 continues to be proud of its efforts to develop the capacity of special populations such as English Language Learners and SPED students. Continual support and compliance are provided to the staff in the form of professional learning opportunities, grade-level meetings, webinars, and other training. In the classroom, students are introduced to all common core education model components.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

MSA-7 data manager, administration team, survey results, and annual site visit auditors from LAUSD provided data and information available.

The data below is from the most recent Dashboard data available and identified areas of need in order to close the achievement gap:

- Mathematics indicator on the California Dashboard is at orange or low for all student groups. Socioeconomically disadvantaged, Latino, and EL students are on the color indicator of red.
- English Language Arts indicator on the California Dashboard is at orange or low for all students. Again, Socioeconomically disadvantaged, Latino and EL students are on the color indicator of red.

We knew that all of our students would need additional support and interventions as we continue to mitigate the learning loss caused by the school closures. However, looking at data including MAP assessments, benchmarks, reading levels, and classroom grades, we knew that our students identified as English Language Learners, Socioeconomically disadvantaged students, SPED students and Latino students presented a higher level of need. We put several plans in place to address these needs that will continue next year including:

- Summer Learning Academy
- Saturday Learning Academy
- Hiring an intervention teacher to support students and teachers in ELA and Math
- Adopting the supplemental program, IXL for data monitoring and basic skills practice
- Adopting a benchmark program for TK-2nd
- Hiring a full-time Community Schools Coordinator to work with and support families and seek community resources
- Implementing a Guided Math program
- Additional mental health and SEL support for students and staff

Some additional identified areas of need include:

- Per student and staff surveys, there is a need for more enrichment programs such as sports and art. We are looking to add more sports-focused clubs next year as well as continue with another year of a TK-5th music and art program through a third-party vendor
- Per staff and parent surveys, facility and playground upgrades are needed. Several projects have been completed and many more are scheduled.
- Providing students with the opportunity to participate in accelerated/advanced math programs
- More informal observations and coaching sessions for staff as conducted by the administration

MSA-7 seeks to continually develop professional learning opportunities in both the areas of ELA and Mathematics, further understand the needs of the teaching community, and identify the factors that will empower teachers to develop their craft in the community of service. Strategies include providing home office orientation, a site-based orientation that addresses school and individual needs, a mentorship program with seasoned staff members on site, and other factors that are currently being developed to support teachers as they continue to

face the challenges of supporting students with their academic and socio-emotional learning as well as behavioral and mental health needs.

MSA-7 has been identified as an ATSI School for the 2022-23 school year. The student groups for which MSA-7 is identified for ATSI are Students with Disabilities (SWD), in the area of Chronic Absenteeism and White students in the area of Chronic Absenteeism. This determination of the ATSI identifications is based on the 2022 California Dashboard.

In order to increase student outcomes for the Students with Disabilities and White subgroups, MSA-7 will:

Action Plan 1: Attendance Data Tracking - Weekly attendance data will be pulled from our Infinite Campus System specifically checking our SPED and White student population for a number of absences beginning in August for the 2023-2024 school year. Office personnel will also notify the admin team when these students are absent for 2 or more days in a week.

Action Plan 2: Attendance Parent Meetings and Attendance Letters - When a student reaches 4, 8, 12, and 16 absences a parent meeting will be held to discuss the student's attendance and put a plan in place to ensure they attend school more than 90% in the school year. Chronic absenteeism letters will also be sent to parents to notify them that the student is chronically absent.

Action Plan 3: Removing Barriers and providing resources - Through our Community Schools model, we will work to develop plans and obtain resources for students and families in order to remove any barriers that may make it difficult for them to get to school daily and on time. Resources could include bus passes, uniforms, access to physical and mental health services, etc. Resources will be made available beginning August 2023.

Action Plan 4: Planning and implementation of a more consistent attendance incentive program - In June 2023 the PBIS team will meet to create attendance-focused incentive plans to roll out in August for the 2023-24 school year.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Charter School LCAP committee has reviewed input from all educational partners and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

- An emphasis on adopting and implementing instructional, curricular, and technology items and programs that will continue to deliver a standards-based education to all students but with an emphasis on addressing learning loss and gaps in student learning. (Goal 1, Action 2)
- Continuing to provide clean and safe facilities that support learning, as well as prioritizing facility and playground upgrades and improvements. (Goal 1, Action 2)
- Supporting 9 staff members with tuition reimbursement as they pursue higher education, teaching credentials, and induction programs. (Goal 2, Action 2)

- Prioritizing MTSS Academic support through enrichment, intervention, and student support by hiring an ELA & Math Intervention Teacher and expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs (Goal 2, Action 3)
- Increasing the level of support for students with IEPs and the school's SPED program including the hiring of another full time RSP teacher. (Goal 2, Action 5)
- The need to continue to improve our designated/integrated English Learner services by adding a full-time ELD paraprofessional to support EL students. (Goal 2, Action 4)
- Expanding STEAM and GATE programs for students to participate in. (Goal 3, Action 2)
- Expanding our sports activity programs for students based on educational partner feedback. (Goal 3, Action 4)
- Creating additional programs and activities that support a comprehensive educational program for all students we serve. (Goal 3, Action 5)
- Focusing on MTSS in relation to PBIS and SEL support for students by providing counseling and positive behavior intervention support services to our students. (Goal 4, Action 3)

Other highlights include:

- Installation of playground shading and other facility improvements
- Providing staff with necessary professional development opportunities in the areas of academics, behavior, and SEL, including training in Culturally Responsive Teaching and Implicit Bias
- Increased opportunities for parent workshops in academics and mental health support
- Devise and implement a plan to address chronic absenteeism high rates

MSA-7 has been identified as an ATSI School for the 2022-23 school year. The student groups for which MSA-7 is identified for ATSI are Students with Disabilities (SWD), in the area of Chronic Absenteeism and White students in the area of Chronic Absenteeism. This determination of the ATSI identifications is based on the 2022 California Dashboard.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

In order to promote learning and provide a more positive learning experience for our students, MSA-7 has established a culture of gathering input from parents, students, staff, community members, and other educational partners through multiple channels including meetings, school events, educational partner surveys, home visits, newsletters, and other means of communication. To the extent possible, all educational partners are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

Information/input sessions include Parent Task Force (PTF) meetings, Parent Advisory Council(PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Admin meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PAC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low-income, English learners, foster youth, etc.) Feedback from our PAC and ELAC provides valuable input for the new LCAP. In addition, the Charter School conducts educational partner surveys for parents, students, and staff, and the Charter School staff makes home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical educational partners.

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our educational partners. For 2022-23, the school conducted 7 PAC meetings, 8 PTF meetings, 3 ELAC meetings, 7 Coffee with the Admin meetings, and held 40 parent participation events and activities. During these meetings, feedback and input were sought for items such as LCAP development, budget development, safety plan development, etc. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our educational partners participated in this survey.

The consultation process with educational partners to review and discuss MSA7's current ATSI status started with a presentation to the staff during our monthly staff meeting on May 3, 2023. The presentation explained what ATSI is, the identified areas for MSA-7, and the action plan to address the identified areas. Next, the same presentation was shared with our PAC on May 16, 2023. During both meetings, educational partners were provided with an opportunity to ask questions, share feedback, and suggest adjustments to the developed action plan.

A summary of the feedback provided by specific educational partners.

PAC & ELAC Feedback:
11/15/22

- reviewed School Wellness Plan and gave input for school goals
- Goal #1 incorporate more sports into the after-school clubs, add physical activities during morning line-up time, and give parents opportunities to come to play sports with students.
- Goal #2 create staff wellness challenges, connect with wellness/fitness companies
- Goal#3 provide mindfulness training for teachers

1/17/23

Reviewed school safety plan- parents are happy with the precautions that the school has taken such as hiring a security guard.
Shared SEL Data, parents are interested in school-wide SEL curriculum

2/11/23

- Discussed plans for ELOP funds, parents were on board and grateful for more after-school program opportunities

3/21/23

- Shared that we submitted for an Implementation plan for CCSPP
- Parents asked what CCSPP funding can be used for.
- Student Rep. asked for more parent support and a possible mentor program

5/16/23

Student Reps shared ideas for the PBIS reward system

Educational Partners Survey Feedback Summary:

- Strengths/Successes

1. Staff approval rating for Sense of Belonging (School Connectedness) remained at 83%, the same as last year
2. Family approval rating for Climate of Support for Academic Learning - increased from 97% to 99%
3. Family approval rating for Sense of Belonging (School Connectedness) - increased from 98% to 99%
4. Family approval rating for Knowledge and Fairness of Discipline, Rules, and Norms - increased from 97% to 98%

- Highest Approval Rates

The topic with the highest approval rate for students was Knowledge and Fairness of Discipline, Rules, and Norms with 77%. We were grateful to see this since we have worked very hard this year to consistently implement strong PBIS systems and support to ensure students are aware of the expectations we have for them as well as the incentives for meeting those expectations. The topic with the highest approval rate for families was Climate of Support for Academic Learning and Sense of Belonging (School Connectedness), both with 99%. This was exciting to see since we have prioritized rebuilding family relationships and encouraging family participation and engagement this year. The topic with the highest approval rate for staff was Climate of Support for Academic Learning with 96%. This makes sense since our staff goes above and beyond to provide support to our students to ensure their learning.

- Most Proud

We are most proud of the high approval ratings in all topic areas for families. All ratings were above 95% and this is encouraging to see since we understand that our families do have many options when it comes to choosing a school for their child(ren) and they have chosen MSA-7 and approve highly of it. We are also proud to see that all three educational partner groups rated the topic Knowledge and Fairness of

Discipline, Rules, and Norms fairly high (students - 77%, families - 98%, staff - 93%). As mentioned in the successes section, this was a priority this year and we're grateful to see our partners are noticing and acknowledging the effort.

- Maintain or Build Upon

We will continue to build upon Sense of Belonging (School Connectedness). This used to be a highly rated topic for us but it has decreased or stayed the same recently and we'd like to do more reflecting to determine why and brainstorm how to increase this.

- Identified Needs

- Climate of Support for Academic Learning:

The approval rating for this topic decreased for students by 6 points and for staff by 2 points. It increased by 1 point for families. We are not sure of the contributing factor for the decrease in points since we have more support in place than ever for our students so we will need to do some reflecting and follow-up discussions with our educational partners to help us better understand.

- Knowledge and Fairness of Discipline, Rules, and Norms:

Although this was an area of concern for the free responses comments, the approval ratings were still rather high for all educational partner groups for this topic. Despite a 4-point decrease by staff, they still had a 93% approval rating, parents were up a point with 98% and students decreased only 1 point to 77%. Last year we identified this as an area of need due to increases in the amount and type of behaviors from our students last year. We prioritized behavior and systems through our PBIS team and programs this year.

- Safety:

There was a decline in approval ratings this year for all three educational groups. They weren't significant, 1 point for students, 2 points for families, and 6 points for staff, but still, something to continue to look at and improve upon. It was concerning to see a decline, however, because we put additional safety precautions in place this year including higher fencing, an upgraded security gate system, and added a security guard for the first time ever. There have been several conversations this year though from staff and parents and comments from students about school shootings so we do need to continue to prioritize safety and look for additional ways to make our community feel safe.

- Sense of Belonging (School Connectedness):

We saw a decrease in approval rates in this area from staff, down 5 points from last year. Families increased by 1 point and students remained the same at 83%. The staff decline was 13 points last year so at least that's an improvement. I am not surprised to see an increase in families since we have been able to bring them back on campus, have them volunteer and hold family events. For this topic, I think it is difficult for students to fully understand what school connectedness means so I would like to add the concept to their SEL lessons to help them better understand and recognize it.

SELPA Feedback:

An email was sent to our SELPA Coordinator explaining that we have been identified as an ATSI school for chronic absenteeism for white and SPED student groups. We included our action plan and asked if there was any feedback. No feedback was provided. See Goal 2: Action 5. This action summarizes support and services for students with disabilities.

Next Steps Based on Survey Feedback:

Although it is important to acknowledge and take all suggestions into consideration, we have chosen six that we would like to put the most focus and attention into. These six were selected due to the number of times they were mentioned in the surveys, them being a concern for

us as well, and our ability to actually implement change.

1. By June 2023, MSA 7's PBIS Team will develop plans to continue to improve upon systems and programs and be ready to train staff during summer inservice days.
2. School administration will continue to work with Home Office team members to devise plans and solutions for facility issues. This may include expansion, looking for a new site, reviewing and revising schedules, hiring new custodial staff, and providing professional training.
3. Put together a task force led by the school psychologist to review and select an SEL curriculum to be used school-wide beginning Fall 2023.
4. School administration will work with Home Office team members to review guidelines for teacher planning/prep time and schedules as well as systems for selecting additional duties.
5. School site will survey students and families to see which extracurricular programs and activities they would like to be provided and make plans to either have staff provide them or outsource to vendors.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The Charter School LCAP committee has reviewed input from all educational partners and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

- An emphasis on adopting and implementing instructional, curricular, and technology items and programs that will continue to deliver a standards-based education to all students but with an emphasis on addressing learning loss and gaps in student learning. (Goal 1, Action 2)
- Continuing to provide clean and safe facilities that support learning as well as prioritizing facility and playground upgrades and improvements. (Goal 1, Action 2)
- Prioritizing MTSS Academic support through enrichment, intervention, and student support by hiring an ELA & Math Intervention Teacher and expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs (Goal 2, Action 3)
- Increasing the level of support for students with IEPs and the school's SPED program including the hiring of another full time RSP teacher. (Goal 2, Action 5)
- The need to continue to improve our designated/integrated English Learner services by adding a full-time ELD paraprofessional to support EL students. (Goal 2, Action 4)
- Expanding STEAM and GATE programs for students to participate in. (Goal 3, Action 2)
- Expanding our sports activity programs for students based on educational partner feedback. (Goal 3, Action 4)
- Creating additional programs and activities that support a comprehensive educational program for all students we serve. (Goal 3, Action 5)
- Focusing on MTSS in relation to PBIS and SEL support for students by providing counseling and positive behavior intervention support services to our students. (Goal 4, Action 3)

Other highlights include:

- Installation of playground shading and other facility improvements

- Providing staff with necessary professional development opportunities in the areas of academics, behavior, and SEL, including training in Culturally Responsive Teaching and Implicit Bias
- Increased opportunities for parent workshops in academics and mental health support
- Adopt a school-wide SEL curriculum
- Devise and implement a plan to address high chronic absenteeism rate

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 1	2022-23: 0		2023-24: 0
Percentage of students without access to their own copies of standards-	2020-21: 0%	2021-22: 0%	2022-23: 0%		2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)					
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2020-21: 1	2021-22: 0	2022-23: 0		2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 93.0%	2021-22: (Spring 2021 to Fall 2021) 100%	2022-23: (Fall 2021 to Fall 2022) 81% This metric has been updated to measure from fall to fall.		2023-24: (Fall 2022 to Fall 2023) 90.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 98.0%	2021-22: (As of 5/12/22) 95.3%	2022-23: (As of 5/12/23) 94.8%		2023-24: 97.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials	\$19,500.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
1.2	Instructional materials and technology	<p>Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p>	\$241,309.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.</p> <p>The following expenditures will be funded by federal Title funds: Technology</p>		
1.3	Clean and safe facilities that support learning	<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security</p>	\$750,553.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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	Healthy and nutritious meals	<p>Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$13,000.00	Yes
1.5	Well-orchestrated Home Office support services	<p>The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home</p>	\$722,578.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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>		

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 1 Action 1:

Planned Actions - teacher credentialing expenses, recruitment expenses (sign-in bonus, live scan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.

Actual Implementation of Actions - All planned actions were implemented except for performance pay. All students, TK-5th received quality instruction from fully credentialed teachers, with the exception of one who was working on an emergency CLAD. Seven new staff members were hired this school year resulting in a need to complete a live scan and TB test and be reimbursed for the fees.

Goal 1 Action 2:

Planned Actions - textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.

Actual Implementation of Actions - All planned actions were implemented. 100% of all enrolled students had access to their own copies of standards-aligned instructional materials for use at school and at home. Our school has more than a one-to-one ratio of technology devices to students. We continue to share an IT Manager with another school site so he works at each campus part-time. Nine out of eleven classrooms were equipped with Viewsonic Interactive Boards this school year.

Goal 1 Action 3:

Planned Actions - facilities rent/acquisition cost, custodial staff salaries, and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety-related expenses (PPE, nursing services, etc.), and insurance costs (workers' compensation, CharterSAFE, etc.)

Actual Implementation of Actions - All planned actions were implemented. Our current facilities are considered to be in "good repair". Multiple upgrade and maintenance projects were done or are in the process of being done including, new doors installed, playground shading installed, mitigating water damage in two classrooms, plumbing repairs, etc. Custodial and health and safety needs were a priority as we continue to help try and limit the spread of the COVID-19 virus and other viruses, therefore more custodial supplies were purchased.

Goal 1 Action 4:

Planned Actions - student meals, water, and refreshments.

Actual Implementation of Actions - As we continue to help try and limit the spread of the COVID-19 virus and other viruses, health and safety maintained a primary focus so all water fountains continued to not be in use therefore we provided a water dispenser and cups with monthly service in all classrooms and offices.

Goal 1 Action 5:

Planned Actions - Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back office related expenses (Adaptive Insights, DataWorks, etc.)

Actual Implementation of Actions - All planned actions were implemented. Support was provided accordingly by Home Office staff, our authorizer, and legal council. Other systems and programs were used accordingly.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1

Budgeted \$19,500.00

Actual \$17,500.00

The planned expenditures for 1.1 were about \$2,000 more than the actual expenditures. This discrepancy is attributed to more money being budgeted for than what ended up actually being needed and used.

Goal 1 Action 2

Budgeted \$241,309.00

Actual \$283,802.36

The planned expenditures for 1.2 were about \$42,000 less than the actual expenditures. The discrepancy is attributed to the fact that we decided during the summer to prioritize technology for the classrooms by purchasing a Viewsonic Interactive Board for nine of our eleven classrooms (the kindergarten teachers did not want one). These were purchased with ESSER funds and the ESSER funds were not included in the LCAP since they were provided to the school later as a one-time stimulus fund.

Goal 1 Action 3

Budgeted \$750,553.00

Actual \$871,299.14

The planned expenditures for 1.3 were about \$120,000 less than the actual expenditures. This discrepancy is attributed to two things. The first being that there was an increase in maintenance costs needed this school year due to multiple unplanned and unexpected repairs needed including plumbing emergencies, water damage to classrooms from the heavy rains, broken bathroom fixtures and doors, etc. The second is more custodial supplies and deep cleaning services needed in order to maintain a healthy and safe campus to combat the spread of the COVID-19 virus and other viruses.

Goal 1 Action 4

Budgeted \$13,000.00

Actual \$16,000.00

For the most part, the planned expenditures and the actual expenditures are aligned for 1.4. The \$3,000 difference is attributed to an increase in costs for the water service and for a waste fee for student meals in the beginning of the year before we had our projected lunch numbers solidified. Funds were used to cover the expenses of student meals, water, and refreshments.

Goal 1 Action 5

Budgeted \$722,578.00

Actual \$306,577.09

The planned expenditures for 1.5 were about \$416,000 more than the actual expenditures. This discrepancy is attributed to more money being budgeted for various fees and expenses (Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)) than what ended up actually being needed and used.

ATSI: The students with special needs have equitable access to all of the resources at our school; as a result, resource inequities for the students with special needs do not occur.

An explanation of how effective the specific actions were in making progress toward the goal.

Action 1: This action was effective in making progress toward the goal. We were able to hire all necessary staff and teachers and support them with any hiring fees. Being able to support eligible staff members with hiring and other fees, helped increase our staff retention rate for next year. Only two teachers are leaving due to moving out of the state or country. Two aides are not returning due to completing their credentialing program and moving back home out of state.

Action 2: This action was effective in making progress toward the goal. We were able to provide all students with the instructional materials and technology needed to access their curriculum and learning. Thanks to the additional funding provided to schools, more technology was purchased allowing for at least a one-to-one student-to-device ratio and Chromebook carts in all classrooms TK-5th as well as Viewsonic

Interactive Boards in most classrooms. We were also able to keep our IT manager, by continuing to split the position with another school. It has been very helpful to have an IT Manager who can assist with the maintenance of all devices, internet reliability, testing support, etc.

Action 3: This action was effective in making progress toward the goal. We were able to put protocols in place and purchase all necessary items to ensure students and staff had access to a safe, secure, healthy, and high-quality learning and working environment. This funding allowed us to keep an additional custodian as well as keep a school nurse through a third-party vendor to help us better reach this goal.

Action 4: This action was effective in making progress toward the goal. As we continue to help try and limit the spread of the COVID-19 virus and other viruses, health and safety maintained a primary focus so all water fountains continued to not be in use therefore we provided a water dispenser and cups with monthly service in all classrooms and offices. Having the funding to be able to do this allowed students and staff to attend school in a safe, healthy, and comfortable school setting.

Action 5: This action was effective in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

After taking the time to reflect upon goal #1 and its metrics, desired outcomes, and actions, we have determined that most practices will remain the same for the 2023-24 school year wherever applicable and possible. For example, if circumstances allow, we may offer the retention bonuses to staff again since it did help secure high quality educators for the upcoming year. We will continue to prioritize budgeting and decision making to provide our students with standards-aligned curriculum and access to all instructional materials and technology required for equitable learning. Maintaining our facility and ensuring the health and safety of our students and staff will also remain a priority as we ensure all necessary items are in stock and any needed repairs are complete. The biggest change our school experienced this year that falls under Goal #1 is that we hired a full time security guard through a third party vendor. We would like to be able to do this again next year but it may not be possible due to decreased funding sources.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest	2020-21: 90%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 95%		2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Source: Local Indicator Priority 7, SIS)					
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%		2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%		2023-24: 100%
Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	2020-21: (As of 5/7/21) 68%	2021-22: (As of 5/13/22) 61%	2022-23: (As of 5/12/23) 75%		2023-24: 100%
Percentage of students who have	2020-21: (First semester)	2021-22: (First semester)	2022-23: (First semester)		2023-24: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
received a grade of “C” or better (or performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)	63%	0%	89%		
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 63.0	2021-22: (As of 5/13/22) 162.0	This metric will be retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24.		2023-24: 75.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> 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 Assessments	2021-22: <ul style="list-style-type: none"> All Students: 37.86% English Learners: 15.38% Socioeconomically Disadvantaged: 32.04% Students with Disabilities: 5.88% 		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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • Hispanic: 34.57% • White: 85.71% 	<p>(IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> • All Students: 34.22% • English Learners: 15.87% • Students with Disabilities: 4.00% • Hispanic: 29.01% • White: 52.38% <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> • All Students: 57.71% 	<ul style="list-style-type: none"> • Asian: XX.XX% • Hispanic: XX.XX% • White: XX.XX% <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 2022-23 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> • All Students: XX.XX% • English Learners: XX.XX% • Students with Disabilities: XX.XX% 		<ul style="list-style-type: none"> • Hispanic: 41.00% • White: 87.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<ul style="list-style-type: none"> • Hispanic: XX.XX% • White: XX.XX% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> • All Students: 44.83% 		
Distance from Standard (DFS) on the CAASPP-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 	<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 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p>	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> • All Students: 30.2 points below standard • English Learners: 58.4 points below standard • Socioeconomically Disadvantaged: 44.5 points below standard • Students with Disabilities: 82.4 points below standard • Hispanic: 39.0 points 		<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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>below standard</p> <ul style="list-style-type: none"> White: 62.9 points above standard 	<ul style="list-style-type: none"> All Students: 53.3% English Learners: 55.4% Students with Disabilities: 45.2% Hispanic: 55.2% White: 57.1% 	<p>below standard</p> <ul style="list-style-type: none"> White: 5.2 points below standard 		<p>below standard</p> <ul style="list-style-type: none"> White: 64.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	<p>2020-21:</p> <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% 	<p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 53.3% English Learners: 55.4% Students with Disabilities: 45.2% Hispanic: 55.2% White: 57.1% 	<p>Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: XX.X% English Learners: XX.X% Students with Disabilities: XX.X% Hispanic: XX.X% White: XX.X% 		<p>2023-24:</p> <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%
Percentage of students meeting or exceeding standard on the CAASPP-	<p>2018-19:</p> <ul style="list-style-type: none"> All Students: 32.14% 	CAASPP-Mathematics assessments were waived during the	<p>2021-22:</p> <ul style="list-style-type: none"> All Students: 26.24% 		<p>2022-23:</p> <ul style="list-style-type: none"> All Students: 38.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Mathematics assessments (Source: CDE DataQuest)	<ul style="list-style-type: none"> English Learners: 3.45% Socioeconomically Disadvantaged: 25.61% Students with Disabilities: 25.00% Hispanic: 24.10% White: 57.14% 	<p>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-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> All Students: 26.34% English Learners: 12.70% Students with Disabilities: 8.00% Hispanic: 22.90% White: 23.81% 	<ul style="list-style-type: none"> English Learners: 5.00% Socioeconomically Disadvantaged: 19.23% Students with Disabilities: 5.88% Asian: XX.XX% Hispanic: XX.XX% White: XX.XX% <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 2022-23 CAASPP-Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics -</p>		<ul style="list-style-type: none"> English Learners: 13.00% Socioeconomically Disadvantaged: 32.50% Students with Disabilities: 35.00% Hispanic: 32.00% White: 59.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		IAB Math Level 3 and 4 Projection (5/13/22): <ul style="list-style-type: none"> All Students: 30.42% 	Proficiency Projection for 2022-23 SBAC: <ul style="list-style-type: none"> All Students: XX.XX% English Learners: XX.XX% Students with Disabilities: XX.XX% Hispanic: XX.XX% White: XX.XX% IAB MATH Level 3 and 4 Projection (5/12/23): <ul style="list-style-type: none"> All Students: 24.30% 		
Distance from Standard (DFS) on the CAASPP-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 	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	2021-22: (2022 Dashboard) <ul style="list-style-type: none"> All Students: 46.1 points below standard English Learners: 70.7 points below standard Socioeconomically Disadvantaged 		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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ed: 43.8 points below standard <ul style="list-style-type: none"> Students with Disabilities: 58.5 points below standard Hispanic: 45.8 points below standard White: 3.9 points above standard 	measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 53.8% English Learners: 56.2% Students with Disabilities: 51.6% Hispanic: 53.6% White: 53.8% 	ed: 54.6 points below standard <ul style="list-style-type: none"> Students with Disabilities: 84.6 points below standard Hispanic: 53.4 points below standard White: 56.7 points above standard 		ed: 37.0 points below standard <ul style="list-style-type: none"> Students with Disabilities: 50.0 points below standard Hispanic: 38.0 points below standard White: 9.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> All Students: 23.3% English Learners: 6.4% Socioeconomically Disadvantaged: 20.5% 	Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 53.8% English Learners: 56.2% 	Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: XX.X% English Learners: XX.X% 		2023-24: <ul style="list-style-type: none"> All Students: 60.0% English Learners: 60.0% Socioeconomically Disadvantaged: 60.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Students with Disabilities: 9.5% Asian: 33.3% Hispanic: 18.3% White: 33.3% 	<ul style="list-style-type: none"> Students with Disabilities: 51.6% Hispanic: 53.6% White: 53.8% 	<ul style="list-style-type: none"> Students with Disabilities: XX.X% Hispanic: XX.X% White: XX.X% 		<ul style="list-style-type: none"> Students with Disabilities: 60.0% Asian: 60.0% Hispanic: 60.0% White: 60.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: (2019 Dashboard) 46.4%	2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. 2022 ELPAC Percentage of Students at Each Performance Level: <ul style="list-style-type: none"> Level 4: 16% Level 3: 34.5% Level 2: 43% Level 1: 6.8% 	2021-22: (2022 Dashboard) 48.1%		2022-23: (2023 Dashboard) 49.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 1.1%	2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.	2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.		2023-24: 15.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2022 ELPAC Percentage of Students Level 4: 16%	2022 ELPAC Percentage of Students Level 4: 15.91%		
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.	2021-22: <ul style="list-style-type: none"> All Students: 24.53% English Learners: 0.00% Socioeconomically Disadvantaged: 14.29% Students with Disabilities: 0.00% Hispanic: XX.XX% 		2022-23: <ul style="list-style-type: none"> All Students: 40.00% English Learners: 15.00% Socioeconomically Disadvantaged: 30.00% Hispanic: 33.00%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad course of study and standards-based curriculum	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that	\$1,231,174.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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	Professional development for high-quality instruction	<p>Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost</p>	\$35,334.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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 		
2.3	MTSS - Academic enrichment, intervention, and student support	<p>Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees and evidence-based supplemental intervention/enrichment program fees (IXL, Accelerated Reader, Standards Plus, Quizizz, BrainPOP, NextGen Math, Spelling City, Seesaw, Cambium Learning, Learning A-Z, Alexandria Library, Mystery Science and myON.)</p>	\$496,023.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Certificated Admins: Resource: Title I, \$4,000 • Teacher Salaries: Resource: Title I, \$11,000 • Instructional Aide Salaries: Resource: Title I, \$53,850 • Benefits: Resource: Title I, \$19,349 • Educational Software: Resource: Title I, \$9,700 • Educational Software: Resource: Title IV, \$1,797 • Professional Services (Counseling): Resource: Title IV, \$7,483 		
<p>2.4</p>	<p>Designated and integrated ELD programs</p>	<p>Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p>	<p>\$116,642.00</p>	<p>Yes</p>

Action #	Title	Description	Total Funds	Contributing
		<p>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
2.5	Support for students with disabilities	<p>Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$637,063.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 2 Action 1:

Planned Actions - teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.

Actual Implementation of Actions - All planned actions were implemented. 100% of programs and services outlined in the charter petition were provided to students dependent on need and interest. State standards and adopted grade-level curriculum were used to deliver high-quality instruction.

Goal 2 Action 2:

Planned Actions - professional development, tuition reimbursement, and TeachBoost software fees.

Actual Implementation of Actions - All planned actions were implemented. A robust professional development program was delivered to teachers and staff on a variety of topics including Guided Math, PLCs, SEL, PBIS, trauma-informed instruction, and more. Seven staff members participated in the tuition reimbursement program to help further their professional growth. The TeachBoost software program was used to document observation and coaching cycles as well as goal-setting and summative assessments for all staff. 100% of our teachers received a formal observation coaching cycle but only 75% of our informal observation goal was achieved. We completed 32 Summative Assessments, 22 Formal Observations, 45 Informal Observations, and 11 Peer Observations.

Goal 2 Action 3:

Planned Actions - Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees and evidence-based supplemental intervention/enrichment program fees (IXL, Accelerated Reader, Standards Plus, Quizizz, BrainPOP, NextGen Math, Spelling City, Seesaw, Cambium Learning, Learning A-Z, Alexandria Library, Mystery Science and myON.)

Actual Implementation of Actions - All planned actions were implemented. All programs were used in the classroom and as part of small group learning and intervention/enrichment. All students in grade 1st-5th completed three rounds of NWEA MAP testing (Fall, Winter, and Spring)

Goal 2 Action 4:

Planned Actions - EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits.

Actual Implementation of Actions - All planned actions were implemented. ELD instruction is delivered in two models, integrated in the classroom by the teacher and designated by the ELD coordinator and aides in small groups. 86 students enrolled for the 2022-23 were classified as EL students with a breakdown of -

Level 4: 13.9%, Level 3: 39.6%, Level 2: 33.7%, Level 1: 12.8%. The students just finished taking the 2023 ELPAC so these levels may change. So far, 3 students have qualified for reclassification.

Goal 2 Action 5:

Planned Actions - SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, outsourced SPED services fees, and SPED instructional materials and technology.

Actual Implementation of Actions - All planned actions were implemented. Students with disabilities receive services and support as described in their IEPs based on their needs. Services include Resource, Speech, Occupational Therapy, and counseling and are provided either by the SPED coordinator, RSP teachers, SPED aides, school psychologist, or an outside service provider. 40 students enrolled for the 2022-23 school year have an IEP and receive services.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1

Budgeted \$1,231,174.00

Actual \$1,234,427.62

For the most part, the planned expenditures and the actual expenditures are aligned for 2.1. This \$3,000 difference is most likely attributed to the fact that we had to outsource a one-on-one aide position to the third party sub-company for one of our students which wasn't originally the plan.

Goal 2 Action 2

Budgeted \$35,334.00

Actual \$43,500.00

The planned expenditures for 2.2 were about \$8,000 less than the actual expenditures. This discrepancy is attributed to the fact that more staff members needed tuition reimbursement for their induction programs than was originally planned for due to staffing changes that occurred in the summer. Funds were used to cover the expenses of professional development, tuition reimbursement, and TeachBoost software fees.

Goal 2 Action 3

Budgeted \$496,023.00

Actual \$484,824.39

The planned expenditures for 2.3 were about \$11,000 more than the actual expenditures. This discrepancy is attributed to two things. The first being that more the Saturday School program was smaller than usual so not as many teachers were needed to run the program. Second, we received an LLR grant which covered the additional pay for two of the Saturday School program teachers who were leading sessions for our students with IEPs.

Goal 2 Action 4

Budgeted \$116,642.00

Actual \$118,377.57

There are no significant discrepancies for 2.4 between planned and actual expenditures. All planned actions were implemented and allocated funds were used. Funds were used to cover the expenses of our EL coordinator salary and benefits, EL coordinator stipend, and EL instructional aide salary and benefits.

Goal 2 Action 5

Budgeted \$637,063.00

Actual \$788,287.67

The planned expenditures for 2.5 were about \$151,000 less than the actual expenditures. This discrepancy is attributed to more outsourced SPED services needed including a full-time one-on-one aide to support a student who enrolled for the 2022-23 school year.

ATSI: The students with special needs have equitable access to all of the resources at our school; as a result, resource inequities for the students with special needs do not occur

An explanation of how effective the specific actions were in making progress toward the goal.

Action 1: This action was effective in making progress toward the goal. Teachers and principals are paid a competitive rate to ensure a high-quality core curricular and instructional program is provided to the students. When a teaching position is not able to be filled by an effective teacher or our teachers call out, then we are required to call in a substitute to cover for that teacher which we did this year.

Action 2: This action was effective in making progress toward the goal. In order to ensure that we are doing our best as a school in providing students with access to a high-quality academic program and that they are making progress on the CCSS, then we need to continue to develop and grow as educators. This can be done by providing quality professional development to our staff which we did. Another way we supported this growth was by offering and providing tuition reimbursement to staff members who want to continue their education or need to complete their induction programs. Lastly, high-quality instruction and professional growth need to be monitored and this can be done through observations and evaluations using the Teach Boost system.

Action 3: This action was effective in making progress toward the goal. Deans, coordinators, intervention staff, and instructional aides are paid a competitive rate to ensure that high-quality support services and programs aligned to the core curricular and instructional program are provided to the students. Additional programs such as after-school clubs and tutoring, Saturday school, and summer school, are provided to students to help them further access the CCSS and ensure they are pursuing academic excellence as well as working toward being college and career ready. In addition to the adults on campus working with the students and the provided extracurricular activities, we use funds to purchase several different supplemental digital programs to support student learning in a fun and engaging way as well as to assess student learning to help drive instruction.

Action 4: This action was effective in making progress toward the goal. The EL Coordinator and aides are paid a competitive rate to ensure that high-quality support services and programs aligned to the core curricular and instructional program are provided to the students. Being

able to have these positions at our school allows for the EL students we have enrolled to successfully access the high-quality core curriculum program we offer. By providing designated and integrated ELD, students can make more progress on the CCSS and pursue academic excellence.

Action 5: This action was effective in making progress toward the goal. The SPED Coordinator, RSP teachers, SPED aides, and school psychologist are paid a competitive rate to ensure that high-quality support services and programs aligned to the core curricular and instructional program are provided to the students. Being able to have these positions at our school allows for the SPED students we have enrolled to successfully access the high-quality core curriculum program we offer. By providing push-in and pull-out support, students can make more progress on the CCSS and pursue academic excellence. This support is also provided by service providers from an outside agency.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

After taking the time to reflect upon goal #2 and its metrics, desired outcomes, and actions, we have determined that most practices will remain the same for the 2023-24 school year wherever applicable and possible. For example, we have planned and budgeted for keeping all positions open so staff can continue to deliver the same high-quality level of instruction and support to students. We will continue to prioritize budgeting and decision making to provide our staff with quality professional development that will contribute to instruction and well-being of our students. For the 23-24 school year we will be participating in Reading Intervention PD, SEL training, MTSS institute, ELD training and more. We will also have 9 staff members participating in the tuition reimbursement program as they pursue higher education, teaching credentials and induction programs. We will continue to observe, coach and evaluate our staff but do need to increase the number of informal observations and peer observations conducted.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 0%	2021-22: (As of 5/13/22) 3%	2022-23: (As of 5/12/23) 4%		2023-24: 5%
Percentage of students in the current graduating class who	2020-21: (As of 4/16/21) 100%	2021-22: (As of 5/13/22) 98%	2022-23: (As of 5/12/23) 98%		2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)					
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%	2021-22: (As of 5/13/22) 97%	2022-23: (As of 5/12/23) 99%		2023-24: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	<p>Charter School will promote a college-going culture through college visits, college/career days, and other college related activities.</p> <p>Expenditures associated with this action include the following: college/career related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	STEAM and GATE programs	<p>Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as 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"> • Educational Software - Resource: Title I; Amount: \$1,200 	\$1,201.00	Yes
3.3	Digital literacy and citizenship programs	<p>Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited</p>	\$121,713.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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	Physical education, activity, and fitness	<p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$123,039.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Additional programs and activities that support well-rounded education	<p>In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$514,089.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 3 Action 1:

Planned Actions - college/career related materials and activities.

Actual Implementation of Actions - We are an elementary school so no funds were allocated to this action. We do promote a college and career readiness school culture but no financial resources were required or prioritized this year.

Goal 3 Action 2:

Planned Actions - supplemental science program fees.

Actual Implementation of Actions - All planned actions were implemented. 100% of our students TK-5th created or demonstrated a STEAM-focused project this year and the supplemental program Mystery Science assisted with the instruction to help teachers and students accomplish this goal.

Goal 3 Action 3:

Planned Actions - computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.

Actual Implementation of Actions - All planned actions were implemented. 100% of our students TK-5th took a computer/technology class as part of their weekly schedule and instruction.

Goal 3 Action 4:

Planned Actions - PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.

Actual Implementation of Actions - All planned actions were implemented. 100% of our students TK-5th took a PE class as part of their weekly schedule and instruction.

Goal 3 Action 5:

Planned Actions - teacher salaries and benefits for additional programs that support a well-rounded education, supplemental materials, field trip expenses, and after-school/club expenses.

Actual Implementation of Actions - All planned actions were implemented. All students, TK-5th participated in a variety of programs to enrich and support their learning. This includes after-school tutoring and clubs, a GATE program, an Intervention program, math clubs, and a well-rounded instructional program integrating STEAM.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1

Budgeted \$-

Actual \$-

Goal 3 Action 2

Budgeted \$1,201.00

Actual \$1,201.00

There are no discrepancies for 3.2 between planned and actual expenditures. All planned actions were implemented and allocated funds were used. Funds were used to cover the cost of the Mystery Science supplemental science program for TK-5th.

Goal 3 Action 3

Budgeted \$121,713.00

Actual \$115,947.52

The planned expenditures for 3.3 were about \$6,000 more than the actual expenditures. This discrepancy is attributed to a higher salary offer projection for the computer teacher assuming she would have completed her credential but she is still working toward it so the actual offer was lower than the projection.

Goal 3 Action 4

Budgeted \$123,039.00

Actual \$124,286.34

The planned expenditures for 3.4 were about \$2,000 less than the actual expenditures. This discrepancy is attributed to the salary offer for the new PE teacher being higher than originally planned for.

Goal 3 Action 5

Budgeted \$514,089.00

Actual \$584,607.00

The planned expenditures for 3.5 were about \$70,000 less than the actual expenditures. This discrepancy is attributed to every Wednesday being made a minimum day, therefore resulting in a need for additional time covered by the arc after-school program. This additional time had to be paid for which was not part of the original budget. There were also more field trips than in previous years and a school-wide music program was added through a third-party vendor.

ATSI: The students with special needs have equitable access to all of the resources at our school; as a result, resource inequities for the students with special needs do not occur.

An explanation of how effective the specific actions were in making progress toward the goal.

Action 1: This action was effective in making progress toward the goal. No funds were allocated to this action because we are an elementary school, TK-5th, but we do promote a college-going culture through college visits, college/career days, and other college-related activities. We hold an annual College & Career Week which includes a STEAM-focused Career Day. This year some students took a college field trip to see a performance art CSUN. These events and opportunities allow students to see what options and opportunities there are for them.

Action 2: This action was effective in making progress toward the goal. By purchasing this interactive and hands-on science supplemental program, students become more engaged in their science instruction and learning. Having this program assisted us in accomplishing our action of 100% of our students TK-5th creating or demonstrating a STEAM-focused project this year. We also had a record 53 students participate in the MPS STEAM Expo this year helping to build that independent, innovative, and creative learning.

Action 3: This action was effective in making progress toward the goal. Part of the actions and metrics for goal #3 is for students to use technology in a transformative way. By having a full-time computer teacher, students are able to participate in weekly computer classes that teach them the technology skills they need to be successful. Students either participate in their computer and technology learning in the

computer lab or in their classrooms with the one-to-one devices each room has. Students also have the opportunity to participate in technology-based after-school clubs such as coding and robotics.

Action 4: This action was effective in making progress toward the goal. All students were able to participate in weekly physical education and health lessons with our full-time PE teacher. All lessons and activities are aligned to grade-level state physical education standards. The lessons, grades TK-5th, promote the benefits of a physically active lifestyle and help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. All students also participate in daily recess and lunch play time and have sufficient equipment for these activities. 100% of 5th-grade students successfully participated in the PFT assessment as well.

Action 5: This action was effective in making progress toward the goal. All students, TK-5th participated in a variety of programs to enrich and support their learning and gave them access to a well-rounded education that supports their readiness for college and the global world. This includes after-school tutoring and clubs, a GATE program, an Intervention program, math clubs, and a well-rounded instructional program integrating STEAM.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

After taking the time to reflect upon goal #3 and its metrics, desired outcomes, and actions, we have determined that most practices will remain the same for the 2023-24 school year wherever applicable and possible. For example, we have planned and budgeted for keeping all positions open that fall under this goal (i.e. Computer Teacher, PE teacher, Intervention Teacher, etc.) so students can continue to have access to a well-rounded instructional program. We will also keep our annual subscription to Mystery Science since students and staff enjoy it and use it so much. This year alone over 500 Mystery Science lessons were used and taught to our students. Two items under this goal will be adjusted for next year. One adjustment to this goal this year is that we received the 5-year Community School grant which will help fund a lot of the extra-curricular activities such as field trips, after school clubs, and community events.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3	2021-22: (As of 5/13/22) 2	This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings.		2023-24: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 2	2021-22: (As of 5/13/22) 4	2022-23: (As of 5/12/23) 4		2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 10	2021-22: (As of 5/13/22) 8	2022-23: (As of 5/12/23) 7		2023-24: 8
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 15	2021-22: (As of 5/13/22) 7	2022-23: (As of 5/12/23) 40		2023-24: 10
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: 4	2022-23: 4		2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 13.7%	2021-22: (As of 5/13/22) 8.3%	2022-23: (As of 5/12/23) 28.6%		2023-24: 20.0%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 97.09%	2021-22: (P-2 ADA) 88.57%	2022-23: (P-2 ADA) 92.50%		2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 7.8%	2021-22: (As of 5/13/22) 27.2%	2021-22: (2022 Dashboard) 24.5% 2022-23: (As of 5/12/23) 27.5%		2022-23: (2023 Dashboard) 9.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 5/13/22) 0.3%	2022-23: (As of 5/12/23) 0.4%		2022-23: (2023 Dashboard) 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 5/13/22) 0.00%	2021-22: (CDE DataQuest) 0.00% 2022-23: 0.00%		2022-23: (CDE DataQuest) 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 92.3% Families: 65.4% Staff: 100.0%	2021-22: Students: 97.2% Families: 51.7% Staff: 90.9%	2022-23: Students: 97.9% Families: 89.3% Staff: 100%		2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 81% Families: 99% Staff: 97%	2021-22: Students: 77.0% Families: 98.0% Staff: 93.0%	2022-23: Students: 73% Families: 99% Staff: 90%		2023-24: Students: 80% Families: 100% Staff: 95%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 87%	2021-22: (Spring 2021 to Fall 2021) 88.0%	2022-23: (Spring 2022 to Fall 2022) 88%		2023-24: (Spring 2023 to Fall 2023) 90%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Seeking family input for decision making	Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
4.2	Building partnerships with families for student outcomes	<p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be</p>	\$167,560.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p> <p>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, 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"> • Teacher Salaries: Resource: Title I, \$4,000 • Professional Services: Resource: Title I, Part A; Amount: \$1,500 • Benefits: Resource: Title I, \$742 		
4.3	MTSS - PBIS and SEL support	<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</p>	\$173,862.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: 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"> • Instructional Materials & Supplies: Resource: Title I, \$4,204 • Certificated Pupil Support Salaries: Resource: Title IV, Part A (ESEA), \$700.45 • Benefits: Resource: Title IV, Part A (ESEA), \$304 		
4.4	Annual stakeholder surveys	Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders'	\$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
4.5	Community outreach and partnerships	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$301,159.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 4 Action 1:

Planned Actions - parent meeting expenses and Document Tracking Services (DTS) fees.

Actual Implementation of Actions - DTS fees are paid through the Home Office budget

Goal 4 Action 2:

Planned Actions - Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits.

Actual Implementation of Actions - All planned actions were implemented. More Home Visits were conducted than our original goal of 20% of our student population. 28% of our students received a Home Visit this year. The virtual Home Visit policy that was approved by our Board that year also stayed in effect, however, the majority of our home visits were held in person. We also held more parent activities and events than we have in the past few years. We had a goal of 10 but we actually held 40.

Goal 4 Action 3:

Planned Actions - Office/attendance clerk salaries and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.

Actual Implementation of Actions - All planned actions were implemented. Additional SEL and PBIS PD for staff and SEL and PBIS programs for students were added throughout the year to address the high level of needs exhibited by students in recent years. All students received one free set of school uniforms at the start of the school year.

Goal 4 Action 4:

Planned Actions - Panorama Education survey fees.

Actual Implementation of Actions - All planned actions were implemented. 89% of families, 98% of students, and 100% of staff members completed the Educational Partner survey in Spring 2023. Our school received an approval rating of 99% from families, 73% from students, and 90% from staff.

Goal 4 Action 5:

Planned Actions - membership fees (CCSA, WASC, etc.)

Actual Implementation of Actions - All planned actions were implemented. Additional funding was allocated to marketing, branding, outreach, and partnership expenses to assist us with enrollment needs due to students moving out of state, expansion projects, and participation in applying for the Community Schools Implementation Grant which we received. This was also a WASC self-study year for us so there were a lot of fees and expenses tied to that.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1

Budgeted \$-

Actual \$-

Goal 4 Action 2

Budgeted \$167,560.00

Actual \$124,987.77

The planned expenditures for 4.2 were about \$42,500 more than the actual expenditures. One contributing factor for this difference is that we received the Community Schools Planning Grant for the 22-23 school year which helped cover a lot of the expenses connected to goal 4, action 2 such as parent activity and event expenses.

Goal 4 Action 3

Budgeted \$173,862.00

Actual \$86,445.46

The planned expenditures for 4.3 were about \$87,000 more than the actual expenditures. One contributing factor for this difference is that we received the Community Schools Planning Grant for the 22-23 school year which helped cover a lot of the expenses connected to goal 4, action 3 such as professional development connected to PBIS and SEL. We also had a partnership with the Chicago School of Psychology who led multiple free PDs for our staff.

Goal 4 Action 4

Budgeted \$1,500.00

Actual \$1,500.00

There are no discrepancies for 4.4 between planned and actual expenditures. All planned actions were implemented and allocated funds were used. Funds were used to cover the expense of the Panorama Survey system to administer the annual educational partner surveys to families, staff, and students.

Goal 4 Action 5

Budgeted \$301,159.00

Actual \$288,589.40

The planned expenditures for 4.5 were about \$12,500 more than the actual expenditures. One contributing factor for this difference is that we received the Community Schools Planning Grant for the 22-23 school year which helped cover a lot of the expenses connected to goal 4, action 5 such as partnership expenses or receiving funding or free resources from various organizations and partnerships.

ATSI: The students with special needs have equitable access to all of the resources at our school; as a result, resource inequities for the students with special needs do not occur

An explanation of how effective the specific actions were in making progress toward the goal.

Action 1: This action was effective in making progress toward the goal. Although we are a school that frequently seeks input and guidance for decision-making from our families, we did not allocate any funds for this action. We did hold most of the projected parent meetings as explained in our LCAP and we administered the annual Educational Partner surveys. For the 2022-22 school year, we conducted 7 PAC meetings, 8 PTF meetings, 3 ELAC meetings, 7 Coffee with the Admin meetings, and held 40 parent participation events and activities. During these meetings, feedback and input were sought for items such as LCAP development, budget development, safety plan development, etc.

Action 2: This action was effective in making progress toward the goal. The steps taken for action 2 helped our educational partners feel a sense of community and connectedness. This includes holding events such as the Community Resource Fair, Back to School Night, Steam Expo, parent/teacher conferences, regular meetings, and more. As we started to bring these events and activities back in person this year, we worked hard to make our families and community feel comfortable and included. We were able to prioritize home visits again and increased our rate of students who were visited from 8% last year to 28% this year. The work we put into this action contributed to the 99% approval rating we received from families on the educational partner survey.

Action 3: This action was effective in making progress toward the goal. Having an office/attendance clerk tremendously helps our school and parents have meaningful engagement opportunities with each other. We were also able to provide every student with one free school uniform set this year which contributes to their sense of connectedness. Lastly, we were able to provide our staff with multiple PD sessions on the topics of PBIS and SEL, knowing how important it would be this year for us to have strong behavior and social-emotional support in place for our students upon their return to school. Thanks to the strong PBIS systems we put into place, we saw a dramatic decrease in behavior referrals and incidents this year. We did see an increase in student mental health needs and had to act quickly to put more mental health and SEL services in place for our students than ever before. This included a school-wide SEL music program, 6 student support groups, one-on-one counseling for over 40 students, and family therapy for 8 families.

Action 4: This action was effective in making progress toward the goal. This action is dedicated to giving our educational partners a platform to share their feedback on critical areas of our school functionality to allow us an opportunity to review data, reflect and refine as needed. Having families participate in these annual surveys truly allows for collaboration as we develop our school-wide action plans based on the input received. Parents are able to see their voices out into action. For example, families gave feedback about wanting a sports program for their children so we have partnered with a third-party vendor to provide after-school sports to our students next year.

Action 5: This action was effective in making progress toward the goal. This was an area where we as a school community feel there was a lot of growth and progress made. We increased the number of community partnerships this year (17 total partnerships), held multiple community events (5 events), increased our marketing and branding, participated in more enrollment events (7 events), and really used our

parent champions/PTF Board members to advocate for our school. By taking all these steps, it helps us all feel more connected through coming together to collaborate and work toward creating a safe and nurturing environment for all of our students.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

After taking the time to reflect upon goal #4 and its metrics, desired outcomes, and actions, we have determined that most practices will remain the same for the 2023-24 school year wherever applicable and possible. For example, we will continue holding parent meeting and family and community events next year. We will also continue to prioritize the staff positions that help us better connect with and serve our school and community. This includes our office staff, our PACE Coordinator and our Community School Coordinator. We will also continue to administer the annual educational partner survey knowing how critical that data and information is to our decision making and planning. This year we were able to increase our parent meetings and workshops to be monthly so we plan to continue that. Additionally, we increased our Home Visit rate by 25% this year and hope to the same rate if not higher next year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$929,190	\$110,739.23

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
36.09%	0.00%	\$0.00	36.09%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

- Goal 1: Action 4: Healthy and nutritious meals

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Low-income students are eligible to receive reduced-price or free meals at school and this action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will

adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 2: Action 2: Professional development for high-quality instruction

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention, and student support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is

practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 4: Designated and integrated ELD programs

The majority of Charter School's student population consists of English Learners (EL), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect this action will result in increased academic achievement of our student groups, particularly of our ELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, Lexile growth, and EL reclassification rates as identified in our LCAP

metrics in Goal 2.

- Goal 3: Action 1: College/Career readiness programs and activities

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. With the needs of our unduplicated students in mind, Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. These activities are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in student grades, attendance rates, and percentage of students enrolled in accelerated programs and involved in STEAM activities, eventually leading to students taking rigorous courses in high school to better prepare for college and career.

- Goal 3: Action 2: STEAM and GATE programs

Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEAM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEAM curricula. Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will

challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.

- Goal 3: Action 3: Digital literacy and citizenship programs

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our low-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. With such needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.

- Goal 3: Action 4: Physical education, activity, and fitness

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds

and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, language other than English and culture, sports, visual and performing arts, community service, and others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 4: Action 1: Seeking family input for decision making

It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have

parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessments, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. We also expect this action will result in increased parent satisfaction as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered

include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate and ADA rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 3: MTSS - PBIS and SEL support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS

SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 4: Annual stakeholder surveys

It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage stakeholders in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage stakeholders in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school

improvement. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

- Goal 4: Action 5: Community outreach and partnerships

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Charter School will increase or improve services provided for unduplicated students by at least the percentage calculated as compared to the services provided for all students in the LCAP year. Services are increased (in quantity) or improved (in quality) by those actions in our LCAP that are included in the Goals and Actions section as "contributing" to the increased or improved services requirement. We expect that these

actions will result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services we provide to all students. Charter School will increase or improve services for our unduplicated students through the following actions:

- Goal 1: Action 4: Healthy and nutritious meals

Low-income students are eligible to receive reduced-price or free meals at school. Charter School will maintain nutrition education resources and promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes.

- Goal 2: Action 2: Professional development for high-quality instruction

Professional development will occur at the MPS organizational level and within the school. In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention and student support

Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) These student supports and interventions will provide increased and improved services for all our unduplicated students who would need the extra support and attention.

- Goal 2: Action 4: Designated and integrated ELD programs

Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL

students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners.

- Goal 3: Action 1: College/Career readiness programs and activities

Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints.

- Goal 3: Action 2: STEAM and GATE programs

Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. Charter School will design and implement engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities.

- Goal 3: Action 3: Digital literacy and citizenship programs

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

- Goal 3: Action 4: Physical education, activity, and fitness

Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. These activities will result in increased and improved services, particularly for our low-income students who may not have a physically active and healthy lifestyle.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students.

- Goal 4: Action 1: Seeking family input for decision making

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

- Goal 4: Action 2: Building partnerships with families for student outcomes

Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 3: MTSS - PBIS and SEL support

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with

valuable skills to support academic excellence and social skill development. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students.

- Goal 4: Action 4: Annual stakeholder surveys

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

- Goal 4: Action 5: Community outreach and partnerships

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

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the Academic Year 2021-22, the additional concentration grant add-on funds will be utilized in the following areas;

- Retention Bonuses - will use some of these funds to provide retention bonuses for all staff members who have worked 80% of the school year or more
- School Psychologist - will use the remainder of the Concentration grant funds to cover additional funding to make a part time psychologist position into a full time position to support all students with behavior, SEL, and mental health support in addition to IEP caseload
- School Uniforms - will provide one free set of school uniforms to all students at the start of the school year

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,271,099.00	\$1,813,166.00	\$1.00	\$583,033.00	\$5,667,299.00	\$3,027,866.00	\$2,639,433.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Teacher assignments and credentials	All	\$19,500.00	\$0.00	\$0.00	\$0.00	\$19,500.00
1	1.2	Instructional materials and technology	All	\$140,243.00	\$10,000.00	\$0.00	\$91,066.00	\$241,309.00
1	1.3	Clean and safe facilities that support learning	All	\$403,069.00	\$210,000.00	\$0.00	\$137,484.00	\$750,553.00
1	1.4	Healthy and nutritious meals	Low Income	\$13,000.00	\$0.00	\$0.00	\$0.00	\$13,000.00
1	1.5	Well-orchestrated Home Office support services	All	\$701,670.00	\$10,199.00	\$0.00	\$10,709.00	\$722,578.00
2	2.1	Broad course of study and standards-based curriculum	All	\$1,212,325.00	\$18,849.00	\$0.00	\$0.00	\$1,231,174.00
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	\$5,834.00	\$14,500.00	\$0.00	\$15,000.00	\$35,334.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	\$213,850.00	\$126,040.00	\$0.00	\$156,133.00	\$496,023.00
2	2.4	Designated and integrated ELD programs	English Learners	\$116,642.00	\$0.00	\$0.00	\$0.00	\$116,642.00
2	2.5	Support for students with disabilities	Students with Disabilities	\$0.00	\$533,603.00	\$0.00	\$103,460.00	\$637,063.00
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.2	STEAM and GATE programs	English Learners Foster Youth	\$0.00	\$0.00	\$1.00	\$1,200.00	\$1,201.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	\$114,230.00	\$0.00	\$0.00	\$7,483.00	\$121,713.00
3	3.4	Physical education, activity, and fitness	Low Income	\$123,039.00	\$0.00	\$0.00	\$0.00	\$123,039.00
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	\$4,000.00	\$510,089.00	\$0.00	\$0.00	\$514,089.00
4	4.1	Seeking family input for decision making	English Learners Foster Youth Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.2	Building partnerships with families for student outcomes	English Learners Foster Youth Low Income	\$110,058.00	\$1,208.00	\$0.00	\$56,294.00	\$167,560.00
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	\$57,139.00	\$112,519.00	\$0.00	\$4,204.00	\$173,862.00
4	4.4	Annual stakeholder surveys	English Learners Foster Youth Low Income	\$1,500.00	\$0.00	\$0.00	\$0.00	\$1,500.00
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	\$35,000.00	\$266,159.00	\$0.00	\$0.00	\$301,159.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$2,574,599	\$929,190	36.09%	0.00%	36.09%	\$794,292.00	0.00%	30.85 %	Total:	\$794,292.00
								LEA-wide Total:	\$794,292.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	\$13,000.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,834.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$213,850.00	
2	2.4	Designated and integrated ELD programs	Yes	LEA-wide	English Learners	All Schools	\$116,642.00	
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
3	3.2	STEAM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$114,230.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	\$123,039.00	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,000.00	
4	4.1	Seeking family input for decision making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
4	4.2	Building partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$110,058.00	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$57,139.00	
4	4.4	Annual stakeholder surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500.00	
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$35,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$5,667,299.00	\$5,492,160.33

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher assignments and credentials	No	\$19,500.00	\$17,500.00
1	1.2	Instructional materials and technology	No	\$241,309.00	\$283,802.36
1	1.3	Clean and safe facilities that support learning	No	\$750,553.00	\$871,299.14
1	1.4	Healthy and nutritious meals	Yes	\$13,000.00	\$16,000.00
1	1.5	Well-orchestrated Home Office support services	No	\$722,578.00	\$306,577.09
2	2.1	Broad course of study and standards-based curriculum	No	\$1,231,174.00	\$1,234,427.62
2	2.2	Professional development for high-quality instruction	Yes	\$35,334.00	\$43,500.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$496,023.00	\$484,824.39
2	2.4	Designated and integrated ELD programs	Yes	\$116,642.00	\$118,377.57
2	2.5	Support for students with disabilities	No	\$637,063.00	\$788,287.67

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	College/Career readiness programs and activities	Yes	\$0.00	
3	3.2	STEAM and GATE programs	Yes	\$1,201.00	\$1,201.00
3	3.3	Digital literacy and citizenship programs	Yes	\$121,713.00	\$115,947.52
3	3.4	Physical education, activity, and fitness	Yes	\$123,039.00	\$124,286.34
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$514,089.00	\$584,607.00
4	4.1	Seeking family input for decision making	Yes	\$0.00	
4	4.2	Building partnerships with families for student outcomes	Yes	\$167,560.00	\$124,987.77
4	4.3	MTSS - PBIS and SEL support	Yes	\$173,862.00	\$86,445.46
4	4.4	Annual stakeholder surveys	Yes	\$1,500.00	\$1,500.00
4	4.5	Community outreach and partnerships	Yes	\$301,159.00	\$288,589.40

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$794,292.00	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	\$13,000.00			
2	2.2	Professional development for high-quality instruction	Yes	\$5,834.00			
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$213,850.00			
2	2.4	Designated and integrated ELD programs	Yes	\$116,642.00			
3	3.1	College/Career readiness programs and activities	Yes				
3	3.2	STEAM and GATE programs	Yes				
3	3.3	Digital literacy and citizenship programs	Yes	\$114,230.00			
3	3.4	Physical education, activity, and fitness	Yes	\$123,039.00			
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$4,000.00			
4	4.1	Seeking family input for decision making	Yes				
4	4.2	Building partnerships with families for student outcomes	Yes	\$110,058.00			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	MTSS - PBIS and SEL support	Yes	\$57,139.00			
4	4.4	Annual stakeholder surveys	Yes	\$1,500.00			
4	4.5	Community outreach and partnerships	Yes	\$35,000.00			

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,258,890		0.00%	0.00%	\$0.00	0.00%	0.00%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

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[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-Bell	Dr. Laura Schlottman Principal	lbschlottman@magnoliapublicschools.org (323) 826-3925

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Magnolia Science Academy-Bell (MSA-Bell) is a classroom-based charter school serving grades 6th-8th with a curriculum emphasis on science, technology, engineering, arts, and math (STEAM). MSA- Bell is located in the city of Bell (90201) and serves around 382 students in grades 6–8, with classes that average 30 or fewer students. Originally founded in 2010—and here requesting a third five-year charter term—MSA-Bell’s mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-Bell is supplemented by tutoring, after-school programs, and school-to-university links.

Our mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

MSA Bell currently has about 385 students in grades 6th-8th, and mainly draws enrollment from the neighboring communities of the southeast Los Angeles area. MSA Bell has a diverse student population of 90.45% Hispanic/Latino and 7.95% White (Arabic), 84.5% socioeconomically disadvantaged, 10.2% special education, and 12.5% English language learner population.

We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundational skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA Bell is supplemented by tutoring, after-school programs, and family training.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

MSA Bell's 2022 California School Dashboard report on the school's performance in ELA and Math indicate that the school has earned a Status level of "Low" for All Students, which is the same as the state's Status level. The report shows an average Distance from Standard (DFS) of -24.4 in ELA and -79.3 in Math for the All Students groups, which is higher than the State average DFS of -12.2 in ELA and -51.7 in Math.

The school has 5 numerically significant student groups (Latino, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and White). The majority of numerically significant student groups have a DFS higher than the State's average DFS in ELA and Math (English Learners, Students with Disabilities, and White).

Strengths

MSA Bell's main success in ELA and MATH was the ability to maintain the 2019 SBAC Performance Level. Another major success was being able to maintain scores that are comparable to the state. In ELA, Latino students outperformed the state by 14.5%. In addition, our ELD department had the greatest success with a status of "High" and a performance level that is above the state in comparison. Another major success was being able to maintain scores that are comparable to the state in MATH. The greatest success was seen in our Socioeconomically Disadvantaged Population's outperformance over the state by 5.1%. In addition, Latino students nearly equaled the state in Math Achievement. MSA Bell's highlighted success from the 2021-2022 school year was our ELPI score. We had previously set our goal at 55% for the school year and were proud when we saw a status of 55.3% for English Language Progress. Much of the success was due to our school having a dedicated ELD Coordinator that offers both support in the classroom as well as providing ELD classes that focus on differentiated instruction for scaffolding multiple levels of English language learners. In addition, MSA Bell secured three paraprofessionals to aid and tutor EL students during and after school. Although we did have an ELPI score of "High", MSA Bell will continue to implement programs that have embedded support for both teachers and students when it comes to focusing on English language development as a whole school program and curriculum. In addition to implementing McGraw Hill for Social Studies and Science, we have also implemented StudySync for the CORE ELA classes and continue to utilize iXL, MyOn, and AR to support Reading and English language development. MSA Bell attributes the SBAC Prep Program as a major contributor to student success on the SBAC in ELA and Math. In addition, the implementation of iXL and StudySync as part of the daily curriculum has been designed to lower the achievement gaps, address learning loss, and act as interventions and differentiation for student groups and special populations.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

MSA Bells 21-22 data results reflect an equal comparison to the previous years SBAC results (2018-19) and reflect an equal comparison to the state. All students performed in the “Low” category, with a critical focus on EL and SPED populations. There is much room for growth and improvement of systems. Incorporate more resources into the curriculum, such as McGraw Hill and Studysync. Continue using IXL in ELA during CORE time. IXL will continue for 20 minutes per day in both ELA and MATH, in addition to Science. We will also pilot IXL Social Studies with the 7th grade. Continue interventions during Advisory, SDL, Saturday School, and the after-school program. Continue data informed instruction using IAB’s and Pre / Post data analysis throughout the school year. Continue the program from the previous year, adding sections for special populations on the post data analysis forms. All ELA and Math teachers will take the IAB’s during Department Meeting time. MyOn was used 3 times throughout the year in order to show growth results and to set goals for the AR program. We will shift our daily reading to the end of the day to ensure that our students’ tardiness or morning responsibilities (counseling, social talk club etc) do not interfere with at least 30 minutes of reading per day. CORE ELA and Math teachers will begin SBAC Prep by the third week of January. SBAC Prep will consist of daily warm-ups AND exit-tickets utilizing officially released SBAC questions from the available ICA’s, IAB’s and Focused IAB’s. The goal is to expose all of the students to all of the relevant test questions and vocabulary by the end of April.

Weekly fail reports and interventions provide all teachers and staff with the information necessary to implement individualized plans for student success. Tier 1 interventions in the classroom, in addition to the after school program and Saturday school program continually provided support for all students and minimize student failures. Tutoring and Interventions will be offered every day after school with the focus on student growth and mastery. After school tutoring will focus on students who are nearly meeting the standards based on IAB data from 1st semester and NWEA Winter MAP Growth.

Opportunities

1. Chronic Absences are at 5% and increased by 1.8%. In comparison with the state, all students increased by 1.1 points, 10.1% chronically absent.
2. Suspension rate 1.4% increased by 1.4%. The rate is lower than the state rate of 3.4%

ATSI: Students with Disabilities (SWD) for ATSI for both ELA and Math indicators and Chronic Absenteeism.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Charter School LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

1. An emphasis on adopting and implementing instructional, curricular, and technology items and programs that will continue to deliver a standards-based education to all students but with an emphasis on addressing learning loss and gaps in student learning. For example, our social studies department is in need of new curriculum adoption, our math department will be using MCGraw Hill this year and also piloting new curriculum, as we are in a curriculum adoption year. Furthermore, the science department will be using NGSS aligned curriculum and our english department will be using StudySync. (Goal 1, Action 2)
2. Continuing to provide clean and safe facilities that support learning, with an additional emphasis on health and safety as students return to campus, including the hiring of an additional custodian and CNA as well as prioritizing facility and playground upgrades and improvements. (Goal 1, Action 2)
3. Prioritizing MTSS Academic support through enrichment, intervention, and student support by promoting teacher leaders to MTSS and Grade Level Chair leads to support our school wide intervention programs, Saturday school (Saturday 4 Success), and summer school opportunities; refining targeted intervention and tutoring programs (Goal 2, Action 3)
4. Increasing the level of support for students with IEPs and the school's SPED program including the hiring of full time paraprofessionals and RSP teacher for each grade level. (Goal 2, Action 5)
5. The need to continue to improve our designated/integrated English Learner services by adding a full-time ELD paraprofessional to support EL students and an ELD coordinator. (Goal 2, Action 4)
6. Expanding STEAM and GATE programs for students to participate in Academic Pentathlon, Science Olympiad, Math Counts and next year we are investing in STEM Labs (elective course). (Goal 3, Action 2)
7. Expanding our PE & Health and sports activity programs for students based on stakeholder feedback. (Goal 3, Action 4)
8. Creating additional programs and activities that support a comprehensive educational program for all students we serve, through our student ambassador program and the hiring of Dean of Culture. (Goal 3, Action 5)
9. Focusing on MTSS in relation to PBIS and SEL support for students by providing counseling and positive behavior intervention support services to our students. (Goal 4, Action 3)

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

In order to promote a positive learning experience for our students, MSA Bell has established a culture of partnership with families, students, staff, community members, and other educational partners through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

Information/input sessions include Parent Task Force (PTF) meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Public School Choice (PSC) review, Charter School Division (CSD) review, Coffee Chat meetings, Board of Directors meetings, Principal meetings, and staff meetings. Feedback from our committees and meetings provide valuable input for the new LCAP. In addition, the MSA Bell conducts surveys for families, students, and staff, and the school staff conducts home visits. These all serve as a way to inform, educate, and gather input and feedback from all critical educational partners.

MSA Bell has an approved charter petition with measurable student outcomes and methods to assess student progress. WASC accreditation provides a reflective opportunity to gather stakeholder feedback and input with action plans for continuous school improvement. The collaborative process monitors performance data, student needs, identifies goals, implements appropriate interventions/preventions. The PSC process allows stakeholders the opportunity to review school data, understand elements of a high quality school and review the school proposals and offer their feedback. The various opportunities provide stakeholder engagement to address the needs of the student. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

MSA Bell has held its periodical meetings this year to gather input from our stakeholders. These include 8 PAC meetings, 3 ELAC meetings, 27 parent activities/events including Coffee Chat meetings, weekly staff meetings, and other educational partner meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. Majority of our stakeholders participated in this survey. The staff did not complete the 25% of its home visits during this school year and has now tasked a Dean (Dean of Culture) to support with reaching and exceeding this goal for the following school year.

The Charter School has informed educational partners about ATSI at numerous community meetings. What ATSI is and which groups were eligible were shared and what the next steps are for this process.

A summary of the feedback provided by specific educational partners.

MSA Bell throughout the school year held various meetings through PAC, PTF, ELAC, and informational sessions, as well as educational partner surveys, to gather input to support the direction and funding essential to meet the needs of the learning community. Below are a few trends that have influenced the development of the goals and expense:

1. Safety for students, staff, and families in the form of environmental climate and socio-emotional support. This includes hiring and training of staff members and supplemental support from organizations and cloud-based platforms.
2. Academic Growth outcomes for ELs and SWD. This includes the hiring and ongoing support of staff members to support student's academic endeavor, usage of programs to identify and intervene in academic areas of need and provide additional resources in the form of programs or additional support through Summer School, Winter Session, Additional Tutoring Sessions, and Home Visits.
3. Educational partners recognize the mission, vision, and core values of the organization. Educational partners are pleased and continue to support the learning community to provide a program centered around Excellence, Innovation, and Connection. MSA Bell will continue to offer a project-based learning experience that provides students with the tools and skills necessary to advance their academic pursuits and societal contributions. MSA Bell will continue to provide students with individualized support and a program that identifies their learning styles, personalities, interest, and career plans to make every learner college- and career-ready. MSA Bell will continue to create and expand a climate that provides a sense of connection and belonging to support students' development of personal and academic networks for long-term resilience and connection.

These elements continue to be vital for our stakeholders and the learning community is committed to adapt and equip all educational partners to meet their fullest potential and endeavors. Based on surveys and organized meetings with educational partners, many are pleased with the program and direction. MSA Bell will continue to strive for excellence to provide students with opportunities for growth and social mobility.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Educational partners have reviewed input in order to adjust all educational partners and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

1. Implement instructional practices and strategies as identified through the Performance Indicator Review (PIR), especially for our dually identified students (SWD & ELs)
2. Instructional practices that focus on sustaining promising practices of Tier 1 MTSS support (This includes schoolwide expectation matrix, grade level team classroom expectation matrix, practices of restorative circles, solidifying mentorships in advisory courses)
3. An 'advance pathway' course selection (Honors) will be programmed to provide opportunities for higher-level classes that proceed at a faster pace and cover more materials than regular mainstream courses.
4. Professional Development sessions to support families with various aspects relating to the development of the 'whole child.'
5. Safety was a big concern for students, since the return to in-person learning the students have experienced more social media issues that carry to school and have increased school altercations. Our students are asking for more support in social skills and preventative measures.



Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 0		2023-24: 0
Percentage of students without access to their own copies of standards-	2020-21: 0%	2021-22: 0%	2022-23: 0%		2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)					
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 0		2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 92.0%	2021-22: (Spring 2021 to Fall 2021) 84%	2022-23: (Fall 2021 to Fall 2022) 81% This metric has been updated to measure from fall to fall.		2023-24: (Fall 2022 to Fall 2023) 90.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 98.0%	2021-22: (As of 5/12/22) 95.8%	2022-23: (As of 5/12/23) 94.5%		2023-24: 97.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials	\$20,500.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
1.2	Instructional materials and technology	<p>Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p>	\$406,278.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
1.3	Clean and safe facilities that support learning	<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security</p>	\$554,835.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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	Healthy and nutritious meals	<p>Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, and water.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$102,000.00	Yes
1.5	Well-orchestrated Home Office support services	<p>The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home</p>	\$833,118.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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>		

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There was no substantial difference for Goal 1, Action 1, 3, 4, and 5. However, we did have a substantial difference for Goal 1 Actions 2 because we purchases new technology to ensure that all students had a chromebook at home to access their online curriculum. In the past, students used to take a chromebook home and bring to school daily but this year we implemented a new system that allowed for chromebooks to stay home, this decreased the number of chormebooks that were damaged and increased student access to their instructional materials.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1: (1.1) No material differences between budgeted expenditures and estimated actual expidentures.

Budgeted \$20,500.00

Actual \$20,500.00

Goal 1 Action 2

Budgeted \$406,278.00

Actual \$664,494.40

Goal 1 Action 3

Budgeted \$554,835.00

Actual \$590,663.44

Goal 1 Action 4

Budgeted \$102,000.00

Actual \$107,000.00

Goal 1 Action 5

Budgeted \$833,118.00

Actual \$971,304.12

An explanation of how effective the specific actions were in making progress toward the goal.

All courses has an assigned staff with proper credentials/permits. One vacancy ran until February 2023. All positions were fully staffed as of February 2023.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

During the 2022 school year Magnolia had a greater number of teaching staff on permits, during the 2023 school year that number was reduced. For example Spanish teaching position was filled by a fully credentialed teacher. We continue to work along side LACOE credential specialist to support with reviewing staff qualifications and ensuring that teachers receive the support required to successfully complete New teacher programs.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%		2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Source: Local Indicator Priority 7, SIS)					
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%		2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%		2023-24: 100%
Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	2020-21: (As of 5/7/21) 98%	2021-22: (As of 5/13/22) 92%	2022-23: (As of 5/12/23) 100%		2023-24: 100%
Percentage of students who have	2020-21: (First semester)	2021-22: (First semester)	2022-23: (First semester)		2023-24: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
received a grade of “C” or better (or performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)	68%	90%	85%		
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 120.7	2021-22: (As of 5/13/22) 82.8	This metric will be retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24.		2023-24: 125.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 45.06% English Learners: 6.67% Socioeconomically Disadvantaged: 41.84% Students with Disabilities: 14.29% 	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	2021-22: <ul style="list-style-type: none"> All Students: 42.86% English Learners: 0.00% Socioeconomically Disadvantaged: 43.36% Students with Disabilities: 3.13% 		2022-23: <ul style="list-style-type: none"> All Students: 48.00% English Learners: 11.00% Socioeconomically Disadvantaged: 48.00% Students with Disabilities: 21.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • Hispanic: 44.20% • White: 31.71% 	<p>(IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> • All Students: 43.75% • English Learners: 0.00% • Students with Disabilities: 6.45% • Hispanic: 44.25% • White: 32.26% <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> • All Students: 65.07% 	<ul style="list-style-type: none"> • Asian: XX.XX% • Hispanic: XX.XX% • White: XX.XX% <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 2022-23 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> • All Students: XX.XX% • English Learners: XX.XX% • Students with Disabilities: XX.XX% 		<ul style="list-style-type: none"> • Hispanic: 50.00% • White: 37.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<ul style="list-style-type: none"> • Hispanic: XX.XX% • White: XX.XX% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> • All Students: 56.13% 		
<p>Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</p>	<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 	<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 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p>	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> • All Students: 24.4 points below standard • English Learners: 90.5 points below standard • Socioeconomically Disadvantaged: 25.1 points below standard • Students with Disabilities: 119.4 points below standard • Homeless: 30.0 points 		<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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> below standard Hispanic: 15.7 points below standard White: 37.8 points above standard 	<ul style="list-style-type: none"> All Students: 42.8% English Learners: 34.2% Students with Disabilities: 50.0% Hispanic: 42.6% White: 45.2% 	<ul style="list-style-type: none"> below standard Hispanic: 24.1 points below standard White: 37.1 points below standard 		<ul style="list-style-type: none"> below standard Hispanic: 9.0 points below standard White: 30.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2020-21: <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% 	Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 42.8% English Learners: 34.2% Students with Disabilities: 50.0% Hispanic: 42.6% White: 45.2% 	Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: XX.X% English Learners: XX.X% Students with Disabilities: XX.X% Hispanic: XX.X% White: XX.X% 		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%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics	2018-19: <ul style="list-style-type: none"> All Students: 23.86% 	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21	2021-22: <ul style="list-style-type: none"> All Students: 23.32% 		2022-23: <ul style="list-style-type: none"> All Students: 30.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assessments (Source: CDE DataQuest)	<ul style="list-style-type: none"> English Learners: 5.00% Socioeconomically Disadvantaged: 23.53% Students with Disabilities: 10.20% Hispanic: 23.73% White: 24.39% 	<p>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-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> All Students: 21.15% English Learners: 0.00% Students with Disabilities: 6.45% Hispanic: 19.83% White: 30.00% 	<ul style="list-style-type: none"> English Learners: 0.00% Socioeconomically Disadvantaged: 24.05% Students with Disabilities: 6.26% Asian: XX.XX% Hispanic: XX.XX% White: XX.XX% <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 2022-23 CAASPP-Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics -</p>		<ul style="list-style-type: none"> English Learners: 12.00% Socioeconomically Disadvantaged: 30.00% Students with Disabilities: 17.00% Hispanic: 30.00% White: 30.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> All Students: 41.27% 	<p>Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> All Students: XX.XX% English Learners: XX.XX% Students with Disabilities: XX.XX% Hispanic: XX.XX% White: XX.XX% <p>IAB MATH Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> All Students: 28.88% 		
Distance from Standard (DFS) on the CAASPP-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 	<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</p>	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> All Students: 79.3 points below standard English Learners: 143.6 points below standard Socioeconomically Disadvantaged 		<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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>ed: 73.8 points below standard</p> <ul style="list-style-type: none"> 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>measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 47.8% English Learners: 41.7% Students with Disabilities: 53.3% Hispanic: 46.8% White: 56.7% 	<p>ed: 78.9 points below standard</p> <ul style="list-style-type: none"> Students with Disabilities: 159.1 points below standard Homeless: 62.6 points above standard Hispanic: 81.6 points below standard White: 62.0 points above standard 		<p>ed: 68.0 points below standard</p> <ul style="list-style-type: none"> Students with Disabilities: 115.0 points below standard Homeless: 47.0 points below standard Hispanic: 68.0 points below standard White: 68.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	<p>2020-21:</p> <ul style="list-style-type: none"> All Students: 48.5% English Learners: 57.1% Socioeconomically Disadvantaged: 47.2% 	<p>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 47.8% English Learners: 41.7% 	<p>Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: XX.X% English Learners: XX.X% 		<p>2023-24:</p> <ul style="list-style-type: none"> All Students: 65.0% English Learners: 65.0% Socioeconomically Disadvantaged: 65.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Students with Disabilities: 42.5% Hispanic: 47.1% White: 65.7% 	<ul style="list-style-type: none"> Students with Disabilities: 53.3% Hispanic: 46.8% White: 56.7% 	<ul style="list-style-type: none"> Students with Disabilities: XX.X% Hispanic: XX.X% White: XX.X% 		<ul style="list-style-type: none"> Students with Disabilities: 65.0% Hispanic: 65.0% White: 70.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: (2019 Dashboard) 52.7%	2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. 2022 ELPAC Percentage of Students at Each Performance Level: <ul style="list-style-type: none"> Level 4: 23% Level 3: 37% Level 3: 23% Level 1: 17% 	2021-22: (2022 Dashboard) 55.3%		2022-23: (2023 Dashboard) 54.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 12.5%	2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.	2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.		2023-24: 15.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2022 ELPAC Percentage of Students Level 4: 23%	2022 ELPAC Percentage of Students Level 4: 22.64%		
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% Students with Disabilities: 4.55% Hispanic: 31.90% White: 7.69% 	CAST assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: <ul style="list-style-type: none"> All Students: 20.00% English Learners: 0.00% Socioeconomically Disadvantaged: 17.99% Students with Disabilities: 0.00% Hispanic: XX.XX% 		2022-23: <ul style="list-style-type: none"> All Students: 35.00% English Learners: 10.00% Socioeconomically Disadvantaged: 37.00% Students with Disabilities: 11.00% Hispanic: 37.00% White: 14.00%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad course of study and standards-based curriculum	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all	\$1,473,744.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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	Professional development for high-quality instruction	<p>Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p>	\$59,268.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<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"> Services & Other Operating Expenses - Professional Development: Resource: Title II, Part A; Amount: \$18,382 		
2.3	MTSS - Academic enrichment, intervention, and student support	<p>Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I/ELD coordinator salary and benefits, instructional aide salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (IXL, Accelerated Reader, Paper, BrainPOP, Cityspan, Newsela, and myON.)</p>	\$575,345.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Educational Software: Resource: Title IV; Amount: \$11,788 		
2.4	Designated and integrated ELD programs	<p>Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: MPS ELD Coordinator salary and benefits, EL instructional aide salary and benefits</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Support for students with disabilities	<p>Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator 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>	\$1,149,956.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There was only a minor difference between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1 : There was only a minor difference between Budgeted Expenditures and Estimated Actual Expenditures due to increased in baseline compensation for all certificated staff.

Budgeted \$1,473,744.00

Actual \$1,405,310.63

Goal 2 Action 2 : There was no difference.

Budgeted \$59,268.00

Actual \$59,268.00

Goal 2 Action 3 There was only a minor difference between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted \$575,345.00

Actual \$558,394.22

Goal 2 Action 4 : There was an increase in this action because our new ELD Coordinator attended PD and we also made purchases to support instruction in both designated and integrated classrooms

Budgeted \$-

Actual \$92,796.93

Goal 2 Action 5 : There was only a minor difference between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted \$1,149,956.00

Actual \$921,604.22

ATSI: The students with special needs have equitable access to all of the resources at our school; as a result, resource inequities for the students with special needs do not occur.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 2 and the actions were showed to be successful because our ELD Coordinator was well equipped to support our students and helped their growth. This year we have 10 of our students reclassified (2-Winter and 8-Spring) and our SPED students also showed growth in their academics, and we are awaiting MAP data to reflect that.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The largest change this year is that our ELD coordinator is attending more professional development and that we have shifted to Study Sync curriculum across all English and ELD classes. In the past, we used a digital platform but now we are using new curriculum that aligns with our CMO.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 19%	2021-22: (As of 5/13/22) 21%	2022-23: (As of 5/12/23) 23%		2023-24: 20%
Percentage of students in the current graduating class who	2020-21: (As of 4/16/21) 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%		2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)					
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%		2023-24: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	<p>Charter School will promote a college-going culture through college visits, college/career days, and other college related activities.</p> <p>Expenditures associated with this action include the following: college/career related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		Yes

Action #	Title	Description	Total Funds	Contributing
3.2	STEAM and GATE programs	<p>Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as 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>	\$74,001.00	Yes
3.3	Digital literacy and citizenship programs	<p>Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and</p>	\$8,720.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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 		
3.4	Physical education, activity, and fitness	<p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$255,795.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Additional programs and activities that support well-rounded education	<p>In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$660,621.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

student Data was reviewed consistently for proper recommendation for accelerated math pathways. All new students were tested with the OLSAT GATE test to identify eligible students with gifted capabilities. All Advisory classes were issued a University name and held monthly assemblies bringing to our school a culture of college and career paths. Elective offerings were expanded with the implementation of Paxton Patterson Laboratories enhancing our school wide STEAM focused programs. Our after school program and club offerings expanded with cooking club, crochet club and hair design allowing students extended hours after school for enrichment opportunities and creativity. Our PE department coordinated end of year physical activity competitions school wide with our neighboring schools.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1 :No differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted \$-

Actual \$-

Goal 3 Action 2 :

Budgeted \$74,001.00

Actual \$1,001.00

Goal 3 Action 3 :No differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted \$8,720.00

Actual \$8,720.35

Goal 3 Action 4 :No major differences between Budgeted Expenditures and Estimated Actual Expenditures. The differences is due to the increase in base salary for all teachers.

Budgeted \$255,795.00

Actual \$273,610.79

Goal 3 Action 5 :There were some differences between Budgeted Expenditures and Estimated Actual Expenditures because this school year we increased the number of field trips that students attended. In the past we only offered 2 field trips per grade level and this year we had some grade levels attend up to four to five field trips, including an overnight trip to Catalina.

Budgeted \$660,621.00

Actual \$725,461.17

An explanation of how effective the specific actions were in making progress toward the goal.

The STEAM lab was a huge success and our STEAM projects' quality increased this year, we even won 1st places and 2nd place in our MPS STEAM Expo. Our enrollment numbers are increasing because parents know that we offer high quality programs.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The only changes is that we want to have a uniform number of field trips by grade level and we want to see our students satisfaction rates increase. In addition, we want to increase the capacity of our community school coordinator and our student ambassador coordinator to increase student voice and engagement in the community.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 7	2021-22: (As of 5/13/22) 4	This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings.		2023-24: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 4	2021-22: (As of 5/13/22) 4	2022-23: (As of 5/12/23) 4		2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 21	2021-22: (As of 5/13/22) 6	2022-23: (As of 5/12/23) 8		2023-24: 8
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 42	2021-22: (As of 5/13/22) 28	2022-23: (As of 5/12/23) 27		2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: 4	2022-23: 4		2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 18.7%	2021-22: (As of 5/13/22) 2.1%	2022-23: (As of 5/12/23) 13.9%		2023-24: 20.0%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 98.98%	2021-22: (P-2 ADA) 90.65%	2022-23: (P-2 ADA) 92.01%		2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 2.7%	2021-22: (As of 5/13/22) 27.7%	2021-22: (2022 Dashboard) 28.4% 2022-23: (As of 5/12/23) 26.1%		2022-23: (2023 Dashboard) 3.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%	2021-22: (As of 5/13/22) 0%	2022-23: (As of 5/12/23) 0%		2023-24: 0.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 5/13/22) 1.0%	2021-22: (2022 Dashboard) 2.4% 2022-23: (As of 5/12/23) 2.3%		2022-23: (2023 Dashboard) 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 5/13/22) 0.00%	2021-22: (CDE DataQuest) 0.00% 2022-23: (As of 5/12/23) 0.25%		2022-23: (CDE DataQuest) 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 94.1% Families: 41.5% Staff: 100.0%	2021-22: Students: 100% Families: 54.3% Staff: 100%	2022-23: Students: 100% Families: 74.9% Staff: 100%		2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 79% Families: 97% Staff: 92%	2021-22: Students: 72.0% Families: 96.0% Staff: 84.0%	2022-23: Students: 59% Families: 93% Staff: 77%		2023-24: Students: 80% Families: 95% Staff: 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 93%	2021-22: (Spring 2021 to Fall 2021) 96%	2022-23: (Spring 2022 to Fall 2022) 92%		2023-24: (Spring 2023 to Fall 2023) 90%

Actions

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

Action #	Title	Description	Total Funds	Contributing
4.2	Building partnerships with families for student outcomes	<p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p> <p>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, Director of Outreach & Community Engagement salary and benefits, and Office Manager/Administrative assistant salaries and benefits.</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 	\$269,147.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	MTSS - PBIS and SEL support	<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, 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</p>	\$343,597.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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	Annual stakeholder surveys	<p>Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$2,000.00	Yes
4.5	Community outreach and partnerships	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support</p>	\$268,160.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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>		

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The actions that were identified were completed. No substantial difference.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1 : There was no difference between budgeted expenditures and estimated actual expenditures.

Budgeted \$-

Actual \$-

Goal 4 Action 2 : There was a small difference between budgeted expenditures and estimated actual expenditures due to the fact that our school was short in meeting the home visit goal that we had set for ourselves. The school has a plan to meet and exceed this goal next school year. All other materials were spend and no major differences were observed.

Budgeted \$269,147.00

Actual \$265,539.00

Goal 4 Action 3 : There was a small difference between budgeted expenditures and estimated actual expenditures.

Budgeted \$343,597.00

Actual \$335,905.62

Goal 4 Action 4 : There was no difference between budgeted expenditures and estimated actual expenditures.

Budgeted \$2,000.00

Actual \$2,000.00

Goal 4 Action 5 : There was a substantial difference between budgeted expenditures and estimated actual expenditures due to our increased focus in community school work this school year. Coming back from the pandemic has led to challenges in bring parents to our school and working together, however, through the efforts implemented this year we are already seeing a positive trend in community and family engagement. This year, we hired a Community School Coordinator to support the work that it requires to bring quality workshops and engagement opportunities for our families.

Budgeted \$268,160.00

Actual \$359,805.76

ATSI: The students with special needs have equitable access to all of the resources at our school; as a result, resource inequities for the students with special needs do not occur.

An explanation of how effective the specific actions were in making progress toward the goal.

The school is showing a positive trend in increasing parent engagement and this shows through the increased educational partner survey participation. In addition, we increased our home visit numbers this school year and were just a little short from meeting our target. The survey results revealed areas of focus and the school leadership is working on improving in the areas identified. Increasing engagement has supported our efforts to receive meaningful feedback to improve our school.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are no changes to our goal, but we are planning to continue to invest more resources in our community engagement efforts and to work on improving our school's culture.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,277,353	\$156,810.92

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
36.14%	0.00%	\$0.00	36.14%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

- Goal 1: Action 4: Healthy and nutritious meals

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Low-income students are eligible to receive reduced-price or free meals at school and this action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will

adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 2: Action 2: Professional development for high-quality instruction

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention, and student support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is

practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 4: Designated and integrated ELD programs

The majority of Charter School's student population consists of English Learners (EL), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect this action will result in increased academic achievement of our student groups, particularly of our ELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, Lexile growth, and EL reclassification rates as identified in our LCAP

metrics in Goal 2.

- Goal 3: Action 1: College/Career readiness programs and activities

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. With the needs of our unduplicated students in mind, Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. These activities are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in student grades, attendance rates, and percentage of students enrolled in accelerated programs and involved in STEAM activities, eventually leading to students taking rigorous courses in high school to better prepare for college and career.

- Goal 3: Action 2: STEAM and GATE programs

Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEAM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEAM curricula. Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will

challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.

- Goal 3: Action 3: Digital literacy and citizenship programs

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our low-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. With such needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.

- Goal 3: Action 4: Physical education, activity, and fitness

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds

and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, language other than English and culture, sports, visual and performing arts, community service, and others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 4: Action 1: Seeking family input for decision making

It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have

parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessments, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. We also expect this action will result in increased parent satisfaction as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered

include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate and ADA rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 3: MTSS - PBIS and SEL support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS

SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 4: Annual stakeholder surveys

It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage stakeholders in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage stakeholders in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school

improvement. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

- Goal 4: Action 5: Community outreach and partnerships

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Charter School will increase or improve services provided for unduplicated students by at least the percentage calculated as compared to the services provided for all students in the LCAP year. Services are increased (in quantity) or improved (in quality) by those actions in our LCAP that are included in the Goals and Actions section as "contributing" to the increased or improved services requirement. We expect that these

actions will result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services we provide to all students. Charter School will increase or improve services for our unduplicated students through the following actions:

- Goal 1: Action 4: Healthy and nutritious meals

Low-income students are eligible to receive reduced-price or free meals at school. Charter School will maintain nutrition education resources and promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes.

- Goal 2: Action 2: Professional development for high-quality instruction

Professional development will occur at the MPS organizational level and within the school. In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention and student support

Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) These student supports and interventions will provide increased and improved services for all our unduplicated students who would need the extra support and attention.

- Goal 2: Action 4: Designated and integrated ELD programs

Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL

students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners.

- Goal 3: Action 1: College/Career readiness programs and activities

Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints.

- Goal 3: Action 2: STEAM and GATE programs

Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. Charter School will design and implement engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities.

- Goal 3: Action 3: Digital literacy and citizenship programs

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

- Goal 3: Action 4: Physical education, activity, and fitness

Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. These activities will result in increased and improved services, particularly for our low-income students who may not have a physically active and healthy lifestyle.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students.

- Goal 4: Action 1: Seeking family input for decision making

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

- Goal 4: Action 2: Building partnerships with families for student outcomes

Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 3: MTSS - PBIS and SEL support

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with

valuable skills to support academic excellence and social skill development. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students.

- Goal 4: Action 4: Annual stakeholder surveys

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

- Goal 4: Action 5: Community outreach and partnerships

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

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Magnolia Science Academy Bell plans to give all staff that have worked for at least 80% of the time this school year 2022-23 a \$2,000 bonus. This year has been challenging and retaining staff has been an issue across the country, for us, we have been fortunate and we want our

staff to continue to feel valued and appreciated, this will support our staff retention that ultimately leads to student growth. The remaining funds will be used to hire an academic advisor to ensure that students are career and college bound, through experiences and opportunities provides while at MSA Bell.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,149,796.00	\$1,741,158.00		\$1,166,131.00	\$7,057,085.00	\$4,653,154.00	\$2,403,931.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Teacher assignments and credentials	All	\$20,500.00				\$20,500.00
1	1.2	Instructional materials and technology	All	\$271,529.00	\$13,797.00		\$120,952.00	\$406,278.00
1	1.3	Clean and safe facilities that support learning	All	\$517,769.00			\$37,066.00	\$554,835.00
1	1.4	Healthy and nutritious meals	Low Income	\$102,000.00				\$102,000.00
1	1.5	Well-orchestrated Home Office support services	All	\$805,242.00	\$13,598.00		\$14,278.00	\$833,118.00
2	2.1	Broad course of study and standards-based curriculum	All	\$997,758.00	\$123,424.00		\$352,562.00	\$1,473,744.00
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	\$13,000.00	\$25,884.00		\$20,384.00	\$59,268.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	\$150,481.00	\$185,788.00		\$239,076.00	\$575,345.00
2	2.4	Designated and integrated ELD programs	English Learners					
2	2.5	Support for students with disabilities	Students with Disabilities	\$290,901.00	\$669,141.00		\$189,914.00	\$1,149,956.00
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income					
3	3.2	STEAM and GATE programs	English Learners Foster Youth	\$1.00	\$1,000.00		\$73,000.00	\$74,001.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	\$5,720.00			\$3,000.00	\$8,720.00
3	3.4	Physical education, activity, and fitness	Low Income	\$255,795.00				\$255,795.00
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	\$347,396.00	\$313,225.00			\$660,621.00
4	4.1	Seeking family input for decision making	English Learners Foster Youth Low Income					
4	4.2	Building partnerships with families for student outcomes	English Learners Foster Youth Low Income	\$194,680.00	\$3,622.00		\$70,845.00	\$269,147.00
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	\$154,024.00	\$185,520.00		\$4,053.00	\$343,597.00
4	4.4	Annual stakeholder surveys	English Learners Foster Youth Low Income	\$2,000.00				\$2,000.00
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	\$21,000.00	\$206,159.00		\$41,001.00	\$268,160.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$3,534,163	\$1,277,353	36.14%	0.00%	36.14%	\$1,246,097.00	0.00%	35.26 %	Total:	\$1,246,097.00
								LEA-wide Total:	\$1,246,097.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	\$102,000.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$13,000.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,481.00	
2	2.4	Designated and integrated ELD programs	Yes	LEA-wide	English Learners	All Schools		
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.2	STEAM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1.00	
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$5,720.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	\$255,795.00	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$347,396.00	
4	4.1	Seeking family input for decision making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.2	Building partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$194,680.00	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$154,024.00	
4	4.4	Annual stakeholder surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$7,057,085.00	\$7,363,380.43

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher assignments and credentials	No	\$20,500.00	\$20,500.00
1	1.2	Instructional materials and technology	No	\$406,278.00	\$664,494.40
1	1.3	Clean and safe facilities that support learning	No	\$554,835.00	\$590,663.44
1	1.4	Healthy and nutritious meals	Yes	\$102,000.00	\$107,000.00
1	1.5	Well-orchestrated Home Office support services	No	\$833,118.00	\$971,304.12
2	2.1	Broad course of study and standards-based curriculum	No	\$1,473,744.00	\$1,405,310.63
2	2.2	Professional development for high-quality instruction	Yes	\$59,268.00	\$59,268.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$575,345.00	\$558,394.22
2	2.4	Designated and integrated ELD programs	Yes		\$92,796.93
2	2.5	Support for students with disabilities	No	\$1,149,956.00	\$921,604.22

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	College/Career readiness programs and activities	Yes		
3	3.2	STEAM and GATE programs	Yes	\$74,001.00	\$1,001.00
3	3.3	Digital literacy and citizenship programs	Yes	\$8,720.00	\$8,720.35
3	3.4	Physical education, activity, and fitness	Yes	\$255,795.00	\$273,610.79
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$660,621.00	\$725,461.17
4	4.1	Seeking family input for decision making	Yes		
4	4.2	Building partnerships with families for student outcomes	Yes	\$269,147.00	\$265,539.78
4	4.3	MTSS - PBIS and SEL support	Yes	\$343,597.00	\$335,905.62
4	4.4	Annual stakeholder surveys	Yes	\$2,000.00	\$2,000.00
4	4.5	Community outreach and partnerships	Yes	\$268,160.00	\$359,805.76

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$1,246,097.00	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	\$102,000.00			
2	2.2	Professional development for high-quality instruction	Yes	\$13,000.00			
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$150,481.00			
2	2.4	Designated and integrated ELD programs	Yes				
3	3.1	College/Career readiness programs and activities	Yes				
3	3.2	STEAM and GATE programs	Yes	\$1.00			
3	3.3	Digital literacy and citizenship programs	Yes	\$5,720.00			
3	3.4	Physical education, activity, and fitness	Yes	\$255,795.00			
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$347,396.00			
4	4.1	Seeking family input for decision making	Yes				
4	4.2	Building partnerships with families for student outcomes	Yes	\$194,680.00			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	MTSS - PBIS and SEL support	Yes	\$154,024.00			
4	4.4	Annual stakeholder surveys	Yes	\$2,000.00			
4	4.5	Community outreach and partnerships	Yes	\$21,000.00			

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,990,625		0.00%	0.00%	\$0.00	0.00%	0.00%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy - Santa Ana	Steven Keskindurk & Maria Czerner-Rowell Site Director/Secondary Principal & Elementary Principal	skeskinturk@magnoliapublicschools.org & mrowell@magnoliapublicschools.org (714) 479-0115

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Magnolia Educational & Research Foundation dba Magnolia Public Schools (MPS)
 The Magnolia Educational & Research Foundation dba Magnolia Public Schools (MPS) is a 501(c)(3) non-profit public charter school management organization dedicated to establishing and managing high-quality public charter schools in California. MPS’ vision is to graduate students who are scientific thinkers that contribute to the global community as socially responsible and educated members of our society. MPS’ educational approach is based on the conviction that science, technology, engineering, and math (STEM) education is essential in improving our modern society’s knowledge base and adaptability to the fast pace of ever-changing technological advancements. MPS operates 10 charter school sites throughout California with an increasing trend of academic success, organizational, and financial stability.

Magnolia Science Academy Santa Ana (MSA-SA)
 Magnolia Science Academy-Santa Ana (MSA-SA) is the home of the PIRATES! MSA-SA is authorized and monitored by the State Board of Education. MSA-SA is a public charter school for grades TK–12 with a mission to provide a college preparatory educational program emphasizing STEAM education in a safe environment that cultivates respect for self and others. MSA-SA offers a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and strong core knowledge presented in ways that are relevant and inspiring for our students. Tutoring, morning intervention, after-school program, Saturday Academy, and school-to-university partnerships (e.g. dual enrollment partnerships with local community colleges) supplement classroom instruction at MSA-SA. MSA-SA creates a supportive and caring environment with small class sizes and strong student-parent-teacher communication, and improves students’ knowledge and skills in core subjects, thereby increasing their 21st century skills as well as their chances of success in higher education and beyond. MSA SA provides students with a comprehensive education program that creates multiple opportunities for them to develop into successful contributing members of society, and therefore, fulfill the intent of the California Charter Schools Act.

In the 2022-23 academic year, Magnolia Science Academy-Santa Ana continued its seventh school year in our new campus at 2840 West 1st Street, Santa Ana. The new facility was funded by the State of California Prop 1D funding. The new building has 34 classrooms with state of the art science and computer labs, library and learning centers. Phase II construction is completed and includes a gym, playgrounds and an outside cafeteria to serve several functions. MSA-SA has adopted McGraw-Hill digital and in print curriculum across all four core subjects (Math, History, Science, and English). We have a 1:1 technology to student ratio and all classrooms with state of the art technology.

In March 2019, The State Board of Education(SBE) renewed Magnolia Science Academy-Santa Ana for 5 years.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

According to the Fall 2022 California accountability dashboard data, we continue to have a very low suspension rate and 93% graduation rate as part of our Positive Behavior Interventions and Supports (PBIS). Additionally, we have many embedded Positive Behavior Interventions and Supports (PBIS) in our school system to ensure that our Tier I interventions are effective and create a positive, safe and enriching school environment. We attribute our high graduation rate to high parental involvement through Parent College, our Parent Advisory Committee (PAC), Parent Task Force, English Learner Advisory Committee (ELAC) and after-school workshops. During the Parent College events, parents and students receive education pertaining to the A-G requirements, which are aligned to our graduation requirements and for 4-year colleges. All students have a four-year plan and meet once a year with our college counselor. MSA-SA continues to have a high acceptance rate to four-year universities. Our seniors gain admission to a variety of colleges across the nation (e.g. UC Berkeley, UCLA, UCI, USC, CSUF, etc.). This year was a year in which we developed targeted intervention groups both academically and behaviorally appropriate to address the specific needs of our students.

We continued to use internal data to measure growth throughout the year (NWEA MAPs and SBAC IABs). The effectiveness of intervention programs during school and after school has increased this year. Our Deans of Academics work diligently to update and analyze student performance with MAP, IAB, and SBAC prep. Staff utilizes our student data/ growth to drive the instruction as well as formulate intervention grouping. Lastly, reviewing our staff, parent, and student surveys through Panorama allows for an open dialog among all educational partners so that our action plans continue to allow us to reach our greatest potential and foster a community of lifelong learners.

At MSASA, some of our successes for the 2022-23 school year include:

- Teachers used IAB data and MAP data to inform their instruction
- Increased College related events and communications
- Provided high number of AP courses (9)
- Continued Dual Enrollment Program with Santa Ana College

Continued to hold data driven meetings with teachers
Improving student engagement and assignment completion by implementing PBIS.
College Counselor conducted Individual meetings to increase college readiness.
Increase efficiency of small group interventions with stronger after school program and Saturday School

Every year we conduct a Educational Partner Survey - here is a summary of what our stakeholders "like the most about our school"

Students: Students in Elementary like their teachers and all the STEAM-related activities that take place in their school. Students in Secondary also like their teachers and their college culture services. The student enjoys their AP. Additionally, students in secondary like having a small class size, and the friends that they've made!

Family: Similar to our students, our families like the teachers and the college readiness program that we offer to students. The parents also like the "family feel" environment, the student information system that facilitates communication. Additionally, the parents like having a K-12 school model in order to drop off all of their school-aged students in one location.

Staff: The staff enjoys working with each other and really enjoys their colleagues. Staff feels that their colleagues are professional, supportive; collaborative and that everyone genuinely wants to improve the school.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our socioeconomically disadvantaged and Hispanic populations are our greatest need. This has become our focus area, specifically for third through eighth-grade students. Intervention groups were formed at the beginning of the year using the SBAC Spring 2021 results and our internal MAP data. Our students took our internal MAP assessment (NWEA) in the fall. Our Spring MAP assessment was administered at the end of May to measure growth.

Such targeted intervention groups include intervention for our SPED students (Tier III), our Power English/Math course for Tier II students, our SSR Math/Writing group for Tier II students, and our Designated and Integrated ELD courses additional supports for English Learner student population. Our elementary intervention grouping is based on the Spring SBAC and Fall. We grouped our ELA and Math interventions in the afternoon. After school, focusing on our Tier II students, students at the CAASPP standards nearly met and not met, and our Tier III students. They are struggling in English Language Arts and Mathematics. These interventions are revisited quarterly, and changes are made depending on student progress. Students are identified for the SSPT process based on intervention and classroom assessment, and progress.

Our students are coming from different curriculum backgrounds. Our goal is to close this performance gap to ensure they're ready and successful for the next grade level.

We continue to provide social-emotional support for our students. Our MTSS grant still allows us to partner with Western Youth Services so that our families can have access to free/affordable counseling and Help Me Grow for elementary students. We have also partnered with Care Solace this year to give students and families access to mental health services.

We conducted our annual panorama surveys and reflected on our educational partners' greatest areas of need and this is how they answered for "what do you like least about your school?"

Students: Having less amount of recess time during the day. The students also reported that there are mean comments/name-calling/bad words happening in school. The Secondary students strongly dislike the crowded hallways, and the restrictions to bathroom usage.

Families: Our parents have concerns about our limited parking space.

Staff: Our staff indicated that student uniform policy hasn't been enforced as much as needed.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

MSA-SA has also worked on its expected annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups. Our Pillars: Excellence, Innovation and Connection (EIC) guide our action plan. MSA-SA wants to continue to work towards promoting and developing academic excellence for all of our students. This year we focused on school goals in which incorporated academic, MTSS, and college going culture, such as all student groups will show a three-point growth on the CAASPP ELA and Math assessments. We will develop, align, and improve academic and behavioral resources, programs, supports, and services and address the needs of the whole child by utilizing a coherent MTSS framework. An additional goal is a 100% four year graduation rate and a 100% UC/CSU A-G course completion rate.

MSA-SA Parent Advisory Committee (PAC) committee has reviewed input from all educational partners and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones.

Some of the highlights include:

- Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent College
- The need to continue our improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs

- Providing counseling and positive behavior intervention support services to our students
- Keeping affective teachers and improving teacher observation and evaluation systems
- Parent Advisory Committee (PAC) involvement and engagement in the LCAP and school decisions

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

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

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

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our educational partners. These include six PAC meetings, eight PTF meetings, four ELAC meetings, at least around sixty parent activities/events including weekly Coffee with the Principal meetings, weekly staff meetings, and other educational partner meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our educational partners participated in this survey. The Charter School staff has also made 115 home visits during this school year and sought feedback from the parents for school improvement.

A summary of the feedback provided by specific educational partners.

MSASA throughout the school year held various meetings through PAC, ELAC, and informational sessions, as well as educational partner surveys, to gather input to support the direction and funding essential to meet the needs of the learning community. Below are a few trends that have influenced the development of the goals and expense:

1. Safety for students, staff, and families in the form of environmental climate and socio-emotional support. This includes hiring and training of staff members and supplemental support from organizations and cloud-based platforms.
2. Academic Growth outcomes for ELs and SWD. This includes the hiring and ongoing support of staff members to support student's academic endeavor, usage of programs to identify and intervene in academic areas of need and provide additional resources in the form of programs or additional support through Summer School, Winter Session, Additional Tutoring Sessions, and Home Visits.

3. Educational Partners recognize the mission, vision, and core values of the organization. Educational Partners are pleased and continue to support the learning community to provide a program centered around Excellence, Innovation, and Connection. MSASA will continue to provide students with individualized support and a program that identifies their learning styles, personalities, interests, and career plans to make every learner college- and career-ready. MSASA will continue to create and expand a climate that provides a sense of connection and belonging to support students' development of personal and academic networks for long-term resilience and connection.

SELPA Feedback:

Our SELPA recommendation included a series of guiding questions to facilitate the process and ensure specific metrics related to academic and socioemotional supports are provided to all students, especially students with disabilities. Based on these recommendations Goal 2, Action 5 summarizes supports and services for students with disabilities. Further work will continue in this area to ensure the embedment of SEP goals/plans in order to have a centralized plan that is accessible to all educational partners.

These elements continue to be vital for our stakeholders and the learning community is committed to adapt and equip all educational partners to meet their fullest potential and endeavors. Based on surveys and organized meetings with educational partners, many are pleased with the program and direction. MSASA will continue to strive for excellence to provide students with opportunities for growth and social mobility.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

MSA-SA's LCAP committee has reviewed input from all educational partners and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

- Improvements in designated/integrated English Learner services
- Expanding after school, Morning Interventions, Tutoring Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers
- Increasing college preparedness by offering a college planning and career exploration program for students early on, strengthening existing "Advisory" programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses
- Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Other input includes improving school facilities and the lunch program.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 0		2023-24: 0
Percentage of students without access to their own copies of standards-	2020-21: 0%	2021-22: 0%	2022-23: 0%		2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)					
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 0		2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 94.0%	2021-22: (Spring 2021 to Fall 2021) 64%	2022-23: (Fall 2021 to Fall 2022) 86% This metric has been updated to measure from fall to fall.		2023-24: (Fall 2022 to Fall 2023) 85.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 99.1%	2021-22: (As of 5/12/22) 97.1%	2022-23: (As of 5/12/23) 96%		2023-24: 97.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials	\$35,250.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.</p> <p>The following expenditures will be funded by federal Title funds:N/A</p>		
1.2	Instructional materials and technology	<p>Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review the alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter schools will annually review budgets and plan to ensure an adequate budget for instructional materials. Charter schools will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards-aligned instructional programs.</p>	\$1,044,464.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.</p> <p>The following expenditures will be funded by federal Title funds: Expenditure of Technology/Software: \$909 from Title II funds.</p>		
1.3	Clean and safe facilities that support learning	<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security</p>	\$539,575.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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	Healthy and nutritious meals	<p>Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$10,000.00	Yes
1.5	Well-orchestrated Home Office support services	<p>The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home</p>	\$1,689,817.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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>		

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We are compliant with our teacher assignments; we offer standards-based instruction and our student have sufficient access to standards-aligned instructional materials. We fo facility inspections periodically. we regularly review student performance data and progress towards goals we continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday. We provide our ELs with designated and integrates EL instruction, we offer AP and college readiness. A new program that the Home Office instituted this year was Instructional Rounds. Different members of the Academic Team came four different times to informally observe teachers and then met with the administration to talk about glows and grows, and come up with instructional plans for certain teachers. Another change was our food service provider which was changed this year and was very successful.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1
 Budgeted \$35,250.00
 Actual \$36,250.00

Goal 1 Action 2
 Budgeted \$1,044,464.00
 Actual \$1,099,149.86

Goal 1 Action 3
Budgeted \$539,575.00
Actual \$901,469.79

Goal 1 Action 4
Budgeted \$10,000.00
Actual \$48,457.78

Goal 1 Action 5
Budgeted \$1,689,817.00
Actual \$1,515,266.04

An explanation of how effective the specific actions were in making progress toward the goal.

We have continued to ensure in the budget that the School Social Worker will stay a full time position. Other than this , we only have minor differences between Budgeted and Estimated Actual Expenditures.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. we will continue to provide all the actions/services for this goal with minor adjustments based on on student and school needs.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%		2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Source: Local Indicator Priority 7, SIS)					
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%		2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%		2023-24: 100%
Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	2020-21: (As of 5/7/21) 45%	2021-22: (As of 5/13/22) 51%	2022-23: (As of 5/12/23) 52%		2023-24: 100%
Percentage of students who have	2020-21: (First semester)	2021-22: (First semester)	2022-23: (First semester)		2023-24: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
received a grade of “C” or better (or performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)	69%	85%	89%		
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 126.5	2021-22: (As of 5/13/22) 39.9	This metric will be retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24.		2023-24: 130
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> 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 Assessments	2021-22: <ul style="list-style-type: none"> All Students: 36.65% English Learners: 7.69% Socioeconomically Disadvantaged: 33.77% Students with Disabilities: 12.77% 		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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • Homeless: 32.43% • Hispanic: 31.18% • White: 73.33% 	<p>(IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> • All Students: 38.26% • English Learners: 9.26% • Students with Disabilities: 27.78% • Hispanic: 34.88% • White: 72.73% <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> • All Students: 53.97% 	<ul style="list-style-type: none"> • Asian: XX.XX% • Hispanic: XX.XX% • White: XX.XX% <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 2022-23 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> • All Students: XX.XX% • English Learners: XX.XX% • Students with Disabilities: XX.XX% 		<ul style="list-style-type: none"> • Homeless: 38.0% • Hispanic: 37.00% • White: 74.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<ul style="list-style-type: none"> • Hispanic: XX.XX% • White: XX.XX% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> • All Students: 54.84% 		
<p>Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</p>	<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 	<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 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p>	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> • All Students: 30.7 points below standard • English Learners: 76.3 points below standard • Socioeconomically Disadvantaged: 37.8 points below standard • Students with Disabilities: 96.1 points below standard • Homeless: 72.5 points 		<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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> below standard Hispanic: 42.8 points below standard White: 83.9 points above standard 	<ul style="list-style-type: none"> All Students: 46.0% English Learners: 43.1% Students with Disabilities: 45.3% Hispanic: 45.3% White: 50.0% 	<ul style="list-style-type: none"> above standard Hispanic: 39.9 points below standard White: 88.2 points above standard 		<ul style="list-style-type: none"> below standard Hispanic: 36.0 points below standard White: 80.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2020-21: <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% 	Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 46.0% English Learners: 43.1% Students with Disabilities: 45.3% Hispanic: 45.3% White: 50.0% 	Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: XX.X% English Learners: XX.X% Students with Disabilities: XX.X% Hispanic: XX.X% White: XX.X% 		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%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics	2018-19: <ul style="list-style-type: none"> All Students: 28.61% 	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21	2021-22: <ul style="list-style-type: none"> All Students: 28.67% 		2022-23: <ul style="list-style-type: none"> All Students: 32.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assessments (Source: CDE DataQuest)	<ul style="list-style-type: none"> • English Learners: 10.0% • Socioeconomically Disadvantaged: 26.36% • Students with Disabilities: 12.06% • Homeless: 27.03% • Hispanic: 25.29% • White: 73.33% 	school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments. Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: <ul style="list-style-type: none"> • All Students: 25.87% • English Learners: 5.41% • Students with Disabilities: 12.96% • Hispanic: 22.65% • White: 54.55% 	<ul style="list-style-type: none"> • English Learners: 5.21% • Socioeconomically Disadvantaged: 25.85% • Students with Disabilities: 12.50% • Asian: XX.XX% • Hispanic: XX.XX% • White: XX.XX% 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 2022-23 CAASPP-Mathematics assessments. Spring 2023 MAP Mathematics -		<ul style="list-style-type: none"> • English Learners: 15.00% • Socioeconomically Disadvantaged: 32.00% • Students with Disabilities: 16.00% • Homeless: 32.0% • Hispanic: 32.00% • White: 75.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		IAB Math Level 3 and 4 Projection (5/13/22): <ul style="list-style-type: none"> All Students: 43.61% 	Proficiency Projection for 2022-23 SBAC: <ul style="list-style-type: none"> All Students: XX.XX% English Learners: XX.XX% Students with Disabilities: XX.XX% Hispanic: XX.XX% White: XX.XX% IAB ELA Level 3 and 4 Projection (5/12/23): <ul style="list-style-type: none"> All Students: 61.92% 		
Distance from Standard (DFS) on the CAASPP-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 	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	2021-22: (2022 Dashboard) <ul style="list-style-type: none"> All Students: 59.1 points below standard English Learners: 93 points below standard Socioeconomically Disadvantaged: 66.0 		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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>points below standard</p> <ul style="list-style-type: none"> Students with Disabilities: 93.6 points below standard Homeless: 54.7 points below standard Hispanic: 60.3 points below standard White: 73.0 points above standard 	<p>percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 61.5% English Learners: 54.3% Students with Disabilities: 46.9% Hispanic: 61.4% White: 58.3% 	<p>points below standard</p> <ul style="list-style-type: none"> Students with Disabilities: 119.2 points below standard Homeless: 113.2 points below standard Hispanic: 66.8 points below standard White: 58.5 points above standard 		<p>points below standard</p> <ul style="list-style-type: none"> Students with Disabilities: 85.0 points below standard Homeless: 46.0 points below standard Hispanic: 52.0 points below standard White: 50.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	<p>2020-21:</p> <ul style="list-style-type: none"> All Students: 40.5% English Learners: 35.9% Socioeconomically Disadvantaged: 40.0% 	<p>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 61.5% English Learners: 54.3% 	<p>Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: XX.X% English Learners: XX.X% 		<p>2023-24:</p> <ul style="list-style-type: none"> All Students: 50.0% English Learners: 44.0% Socioeconomically Disadvantaged: 50.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Students with Disabilities: 32.9% Hispanic: 39.7% White: 44.4% 	<ul style="list-style-type: none"> Students with Disabilities: 46.9% Hispanic: 61.4% White: 58.3% 	<ul style="list-style-type: none"> Students with Disabilities: XX.X% Hispanic: XX.X% White: XX.X% 		<ul style="list-style-type: none"> Students with Disabilities: 51.0% Hispanic: 50.0% White: 55.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: (2019 Dashboard) 41.9%	2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. 2022 ELPAC Percentage of Students at Each Performance Level: <ul style="list-style-type: none"> Level 4: 14% Level 3: 34% Level 2: 37% Level 1: 15% 	2021-22: (2022 Dashboard) 48.2%		2022-23: (2023 Dashboard) 45.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 6.1%	2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.	2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.		2023-24: 15.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2022 ELPAC Percentage of Students Level 4: 14%	2022 ELPAC Percentage of Students Level 4: 13.02%		
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: 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.	2021-22: <ul style="list-style-type: none"> All Students: 22.66% English Learners: 0.00% Socioeconomically Disadvantaged: 19.80% Students with Disabilities: 8.33% Hispanic: XX.XX% 		2022-23: <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%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad course of study and standards-based curriculum	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services are dependent on student needs and interests.	\$2,741,565.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. 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"> • 3500 Unemployment Insurance: Resource: Title I,; Amount: \$64,196 • 3400 Health and Welfare Benefits: Resource Title1: Amount:\$2463.60 • 3300 Oasdi/Medicare: Title 1: \$465.421 • 3100 STRS: resource Title 1: \$6130.718 • 1100 Teachers Salaries Resource: Title 1: \$32098 		
2.2	Professional development for high-quality instruction	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and	\$95,050.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Professional development expenses: Resource: Title II, Part A; Amount: \$25,750 		
2.3	MTSS - Academic enrichment, intervention, and student support	<p>Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among</p>	\$680,058.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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, Infinite Campus fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Accelerated Reader, Standards Plus, Quizizz, Padlet, BrainPOP, NextGenMath, Spelling City, Seesaw, and MyON.)</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: \$30,000 • Educational Software: Resource: Title I and Title IV; Amount \$43,040 • 3500 Unemployment Insurance Resource: Title 1: \$60 • 3300 OASDI/Medicare Resource: Title 1:\$435 • 3100 STRS Resource:Title 1: \$5730 		
2.4	Designated and integrated ELD programs	<p>Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will</p>		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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, and EL instructional aide salary and benefits.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
2.5	Support for students with disabilities	<p>Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be</p>	\$1,193,203.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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"> • 1100 Teacher Salaries: Resource Title 1: \$13024 • 2100 Instructional Aide Salaries: Resource: Title I, Part A; Amount: \$155,796 • 3100 STRS: Resource: Title I, Part A; Amount: \$2487.584 • 3100 STRS: Resource: Title I, Part A; Amount: \$6,449 • 3200 PERS: Resource: Title I, Part A; Amount: \$26,959 • 3300 OASDI/Medicare: Resource: Title I, Part A; Amount: \$9,555 • 3300 OASDI/Medicare: Resource: Title I, Part A; Amount: \$188.848 • 3400 Health & Welfare Benefits: Resource: Title I, Part A; Amount: \$1231.8 • 3400 Health & Welfare Benefits: Resource: Title I, Part A; Amount: \$15,541 • 3500 Unemployment Insurance: Resource: Title I, Part A; Amount: \$26.048 • 3500 Unemployment Insurance: Resource: Title I, Part A; Amount: \$588 		

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM-focused project, experiment, model or demo. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional support and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness. A change this year was in the area of MTSS. All our staff is completing the course work to be an MTSS-certified school.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1

Budgeted \$2,741,565.00

Actual \$3,150,095.34

Goal 2 Action 2

Budgeted \$95,050.00

Actual \$120,252.00

Goal 2 Action 3

Budgeted \$680,058.00

Actual \$612,073.16

Goal 2 Action 4

Budgeted \$-

Actual \$-

Goal 2 Action 5

Budgeted \$1,193,203.00

Actual \$710,156.45

An explanation of how effective the specific actions were in making progress toward the goal.

There are no discrepancies as to what was planned for and what was spent in regard to the course of study and professional development for high-quality instruction, MTSS, designated and integrated EL programs, and support for students with disabilities. We had to spend more funds on STEAM materials because this year, our Art teacher attended PDs that involved getting technology equipment and additional materials; this was a huge benefit for our students. Our new science teacher used a lot of hands-on materials this year and that was also factored in.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP. We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2018-19: 77.8%	2021 Dashboard CCI data is not available. 2021-22: (Projected as of 5/13/22) 34.2%	2022 Dashboard CCI data is not available. 2022-23: (Projected as of 5/12/23) 79.3%		2022-23: (2023 Dashboard) 70.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-	2018-19: 50.0%	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21	2021-22: 61.76% We have used the Measures of		2022-23: 53.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA/Literacy assessments (Source: CDE DataQuest)		<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>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: 54.84% <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> Grade 11 Students: 64.47% 	<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 2022-23 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: XX.XX% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> Grade 11 Students: 51.96% 		
Percentage of students in Grade 11 meeting or exceeding	2018-19: 55.56%	CAASPP-Mathematics assessments were	2021-22: 29.41%		2022-23: 60.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)		<p>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-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> • Grade 11 Students: 30.30% <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> • Grade 11 Students: 33.10% 	<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 2022-23 CAASPP-Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> • Grade 11 Students: XX.XX% <p>IAB Math Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> • Grade 11 Students: 70.86% 		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 47.8%	2020-21: 47.1%	2021-22: 66.7%		2022-23: 45.0%
Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2019-20: 48.1%	2020-21: 54.2%	2021-22: 21.1%		2022-23: 45.0%
Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	2020-21: (As of 5/16/21) 28.6%	2021-22: (As of 5/13/22) 39.5%	2021-22: (2022 Dashboard) 36.6% 2022-23: (As of 5/12/23) 51.7%		2022-23: (2023 Dashboard) 40.0%
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 100%	2020-21: 86.4% 2021-22: (As of 5/13/22) 71.1%	2021-22: (CDE DataQuest) 86.5% 2022-23: (As of 5/12/23) 100%		2022-23 (CDE DataQuest): 85.0%
Percentage of cohort graduates earning a	2020-21: (As of 5/16/21)	2021-22: (As of 5/13/22)	2021-22: (CDE DataQuest)		2022-23 (CDE DataQuest):

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Seal of Biliteracy (Source: CDE DataQuest)	45.0%	13.2%	16.2% 2022-23: (As of 5/12/23) 24.1%		30.0%
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 40.0%	2021-22: (As of 5/13/22) 23.7%	2021-22: (CDE DataQuest) 21.6% 2022-23: (As of 5/12/23) 34.5%		2022-23 (CDE DataQuest): 30.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2020-21: (As of 5/16/21) 60.0%	2021-22: (As of 5/13/22) 34.2%	2022-23: (As of 5/12/23) 51.7%		2023-24: 30.0%
Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	2020-21: (As of 5/16/21) 65.0%	2021-22: (As of 5/13/22) 79%	2022-23: (As of 5/12/23) 90%		2023-24: 80.0%
Percentage of high school completers accepted to a 4-year college (Source: Naviance)	2020-21: (As of 5/16/21) 60.0%	2021-22: (As of 5/13/22) 66%	2022-23: (As of 5/12/23) 79%		2023-24: 50.0%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 57.1%	Class of 2019 data is not available.	Class of 2019: 73.5% Class of 2020:		Class of 2021: 60.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			63%		
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 5/13/22) 3%	2022-23: (As of 5/12/23) 6%		2023-24: 10%
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%	2021-22: (As of 5/13/22) 64%	2022-23: (As of 5/12/23) 100%		2023-24: 100%
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 90%	2021-22: (As of 5/13/22) 91%	2022-23: (As of 5/12/23) 99%		2023-24: 90%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	<p>Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college-related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.</p> <p>Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.</p>	\$116,589.00	Yes
3.2	STEAM and GATE programs	<p>Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-</p>	\$601.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.</p> <p>Expenditures associated with this action include the following: supplemental science program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • 4340 educational Software Resource: Title IV, \$500 		
3.3	Digital literacy and citizenship programs	<p>Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.</p> <p>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.</p>	\$255,310.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • 4340 Educational Software Resource: Title IV, \$3,384 • Literacy Teacher salary and benefits: Resource: Title IV, Part A; Amount: \$235,000 • Digital literacy and citizenship program fees: Resource: Title IV, Part A; Amount: \$16,000 		
3.4	Physical education, activity, and fitness	<p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • 4340 Educational Software Resource: Title IV, \$600 	\$370,676.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Additional programs and activities that support well-rounded education	<p>In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • 3500 Unemployment Insurance Resource: Title 1: \$6.311424 • 3400 Health and Welfare Benefits Resource Title 1: \$4918.056 • 3300 OASDI/Medicare Resource Title 1: \$241.411968 • 3200 PERS Resource: Title 1: \$800.604.1344 • 2200 Classified Support Resource Title 1: \$15778.56 	\$905,394.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This year our planned MAP, IAB, College Readiness, Courses and Assessments, AP courses, initial and summative ELPAC, as well as SBAC tests were all given in a timely manner. Our data tracking was housed Magnolia-wide, and shared with other school sites and Home Office to ensure that our students were tracked as well as given data conferences, and shared growth targets so that we can support all our

learners. Data was shared on a bi-monthly basis with general ed and/or departments. Discussions were held monthly in Dean of Academic and Principal meetings to showcase our student growth rates.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1
Budgeted \$116,589.00
Actual \$106,580.03

Goal 3 Action 2
Budgeted \$601.00
Actual \$600.00

Goal 3 Action 3
Budgeted \$255,310.00
Actual \$266,070.47

Goal 3 Action 4
Budgeted \$370,676.00
Actual \$369,518.76

Goal 3 Action 5
Budgeted \$905,394.00
Actual \$854,242.02

An explanation of how effective the specific actions were in making progress toward the goal.

MSASA ensured that we stayed near to closely around the planned monies, for example, college/career readiness programs and activities was planned at \$116,589.00 and what was actually spent was \$106,580.03. For our digital literacy and citizenship programs, \$251,926.00 was planned but \$255,310.00 was actually spent. As far as our physical activity programs, \$370,676.00 was planned, and because of our newly granted CIF high school sports, we spent, \$369,518.76.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	CONNECTION: All students, families, staff, and other educational partners will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3	2021-22: (As of 5/13/22) 4	This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings.		2023-24: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3	2021-22: (As of 5/13/22) 4	2022-23: (As of 5/12/23) 4		2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 36	2021-22: (As of 5/13/22) 4	2022-23: (As of 5/12/23) 4		2023-24: 8
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 42	2021-22: (As of 5/13/22) 35	2022-23: (As of 5/12/23) 50		2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: 4	2022-23: 4		2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 8.7%	2021-22: (As of 5/13/22) 19.8%	2022-23: (As of 5/12/23) 27.6%		2023-24: 20.0%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 97.61%	2021-22: (P-2 ADA) 94.20%	2022-23: (P-2 ADA) 94.15%		2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 5.3%	2021-22: (As of 5/13/22) 11.2%	2021-22: (2022 Dashboard) 11.6% 2022-23: (As of 5/12/23) 17.0%		2022-23: (2023 Dashboard) 5.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%	2021-22: (As of 5/13/22) 0.0%	2022-23: (As of 5/12/23) 0%		2023-24: 0.0%
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 3.8%	2020-21: 0.0%	2021-22: (CDE DataQuest) 2.5% 2022-23: 3.4%		2022-23: (CDE DataQuest) 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 100.0%	2020-21: (2021 Dashboard) 97.4%	2021-22: (2022 Dashboard) 92.7% 2022-23: (As of 5/12/23) 100%		2022-23: (2023 Dashboard) 100.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 3/13/22) 1.9%	2021-22: (2022 Dashboard) 2% 2022-23: (As of 5/12/23) 1.3%		2022-23: (2023 Dashboard) 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 3/13/22) .19%	2021-22: (CDE DataQuest) 0.19%		2022-23: (CDE DataQuest) 0.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			2022-23: (As of 5/12/23) 0.00%		
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 95.3% Families: 72.8% Staff: 100.0%	2021-22: Students: 70% Families: 81.8% Staff: 100%	2022-23: Students: 100% Families: 76.6% Staff: 100%		2023-24: Students: 95.0% Families: 80.0% Staff: 100.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 76% Families: 96% Staff: 84%	2021-22: Students: 70% Families: 94% Staff: 88%	2022-23: Students: 73% Families: 94% Staff: 85%		2023-24: Students: 75% Families: 95% Staff: 85%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 86%	2021-22: (Spring 2021 to Fall 2021) 86%	2022-23: (Spring 2022 to Fall 2022) 90%		2023-24: (Spring 2023 to Fall 2023) 85%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Seeking family input for decision making	Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will		Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
4.2	Building partnerships with families for student outcomes	<p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p> <p>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent</p>	\$215,295.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Education Bridge program fees, 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"> • 5800 Professional Services Resource: Title 1: \$25,001 • 3500 Unemployment Insurance Resource: Title 1: \$12 • 3300 OASDI/Medicare Resource: Title 1: \$87 • 3100 STRS Resource: Title 1: \$1146 • 1100 Teacher Salaries: Resource Title 1: \$6,000 		
4.3	MTSS - PBIS and SEL support	<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall</p>	\$414,644.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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, PDs 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"> • 4340 educational Software: resource: Title IV: \$5,000 • 4310 Instructional Materials and Supplies Resource Title 1: \$8,000 • 2400 Clerical and Technology Resource: Title1: \$66560 		
4.4	Annual educational partner surveys	<p>Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will</p>	\$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		analyze the survey results to identify the greatest progress and needs in order to inform our next steps.		
4.5	Community outreach and partnerships	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, 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>	\$251,467.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Based on our annual Educational Partner Surveys, we were able to ensure voice was given and heard by all Educational Partners. For example, based on Educational Partner feedback, we were able to start with, renew, and continue with our current food vendor. We successfully held four ELAC meetings, four PAC meetings, monthly PTF meetings, and weekly Coffee With the Principal meetings during the course of the school year. We were able to add a Community Schools Coordinator this year who successfully sought out partnerships such as StartWell, PBS SoCal, and Santa Ana Library, Alta Med, and CHOC. We continued with SeL support through the Orange County Department of Education and are looking for an SEL curriculum for all TK-12 for next year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1

Budgeted \$-

Actual \$-

Goal 4 Action 2

Budgeted \$215,295.00

Actual \$197,668.49

Goal 4 Action 3

Budgeted \$414,644.00

Actual \$444,291.85

Goal 4 Action 4

Budgeted \$2,500.00

Actual \$2,500.00

Goal 4 Action 5

Budgeted \$251,467.00

Actual \$266,614.37

An explanation of how effective the specific actions were in making progress toward the goal.

Our goal is always student, staff, and family satisfaction. We as an admin team take into consideration every suggestion and come up with ways to implement the ones that have the most comments. This is very effective, especially when coming up with an action plan for the following year. These are the main suggestions we will be working on for next year: STUDENTS would like more variety of play equipment. At the secondary level students would like longer lunches, better food and uniforms compliance. STAFF: Staff suggestions include setting more planning time. More support and man power for SPED. FAMILIES: Families would like a stoplight or a "keep clear" signage on First St. They would also like a large sign to advertise the school as well as a marquee to display what is happening on campus. They would like a traffic light and better flow of traffic for drop off and pick up.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We analyzed the results of our educational partner surveys and came up with an action plan for next school year. For MSASA our next steps will be to set up more meetings with the city and or a private company to support our traffic on First St. We need to focus more and revisit our traffic flow of drop off and pick up in the mornings and afternoons. We will prioritize our SPED, so that there is more focused time in hiring, training, and greater presence in the classrooms. We will also work on getting more training and support for our ASES supervision, radio supports/ restorative justice practices and community circles

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,113,119	\$221,874.92

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
23.11%	0.00%	\$0.00	23.11%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

- Goal 1: Action 4: Healthy and nutritious meals

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Low-income students are eligible to receive reduced-price or free meals at school and this action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will

adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 2: Action 2: Professional development for high-quality instruction

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention, and student support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is

practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 4: Designated and integrated ELD programs

The majority of Charter School's student population consists of English Learners (EL), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect this action will result in increased academic achievement of our student groups, particularly of our ELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, Lexile growth, and EL reclassification rates as identified in our LCAP

metrics in Goal 2.

- Goal 3: Action 1: College/Career readiness programs and activities

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, and college acceptance rates as identified in our LCAP metrics in Goal 3.

- Goal 3: Action 2: STEAM and GATE programs

Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEAM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEAM curricula. Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to

quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.

- Goal 3: Action 3: Digital literacy and citizenship programs

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our low-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. With such needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.

- Goal 3: Action 4: Physical education, activity, and fitness

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity

before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, language other than English and culture, sports, visual and performing arts, community service, and others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, and college acceptance rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 4: Action 1: Seeking family input for decision making

It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessments, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. We also expect this action will result in increased parent satisfaction as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically

disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 3: MTSS - PBIS and SEL support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to

address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 4: Annual stakeholder surveys

It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage stakeholders in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage stakeholders in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and

safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

- Goal 4: Action 5: Community outreach and partnerships

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We

also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Charter School will increase or improve services provided for unduplicated students by at least the percentage calculated as compared to the services provided for all students in the LCAP year. Services are increased (in quantity) or improved (in quality) by those actions in our LCAP that are included in the Goals and Actions section as "contributing" to the increased or improved services requirement. We expect that these actions will result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services we provide to all students. Charter School will increase or improve services for our unduplicated students through the following actions:

- Goal 1: Action 4: Healthy and nutritious meals

Low-income students are eligible to receive reduced-price or free meals at school. Charter School will maintain nutrition education resources and promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes.

- Goal 2: Action 2: Professional development for high-quality instruction

Professional development will occur at the MPS organizational level and within the school. In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention and student support

Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) These student supports and interventions will provide increased and improved services for all our unduplicated students who would need the extra support and attention.

- Goal 2: Action 4: Designated and integrated ELD programs

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

- Goal 3: Action 1: College/Career readiness programs and activities

Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints.

- Goal 3: Action 2: STEAM and GATE programs

Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities.

- Goal 3: Action 3: Digital literacy and citizenship programs

Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy

classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students by expanding their knowledge and skills in an ever-evolving digital world.

- Goal 3: Action 4: Physical education, activity, and fitness

Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. These activities will result in increased and improved services, particularly for our low-income students who may not have a physically active and healthy lifestyle.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students.

- Goal 4: Action 1: Seeking family input for decision making

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

- Goal 4: Action 2: Building partnerships with families for student outcomes

Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 3: MTSS - PBIS and SEL support

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

- Goal 4: Action 4: Annual stakeholder surveys

Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes,

how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families.

- Goal 4: Action 5: Community outreach and partnerships

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

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the current academic year, MSA Santa Ana will use the majority of these funds in keeping the social worker employed who provides direct services to our students in need. If there are any remaining funds, we will hire a part-time paraprofessional that can also be used for EL support in elementary.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$5,742,858.00	\$2,587,852.00	\$30,000.00	\$2,200,748.00	\$10,561,458.00	\$6,318,830.00	\$4,242,628.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Teacher assignments and credentials	All	\$35,250.00				\$35,250.00
1	1.2	Instructional materials and technology	All	\$968,555.00	\$43,000.00		\$32,909.00	\$1,044,464.00
1	1.3	Clean and safe facilities that support learning	All	\$496,674.00			\$42,901.00	\$539,575.00
1	1.4	Healthy and nutritious meals	Low Income	\$10,000.00				\$10,000.00
1	1.5	Well-orchestrated Home Office support services	All	\$1,428,944.00	\$245,060.00		\$15,813.00	\$1,689,817.00
2	2.1	Broad course of study and standards-based curriculum	All	\$1,100,794.00	\$291,526.00		\$1,349,245.00	\$2,741,565.00
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	\$12,050.00	\$57,250.00		\$25,750.00	\$95,050.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	\$302,047.00	\$155,275.00		\$222,736.00	\$680,058.00
2	2.4	Designated and integrated ELD programs	English Learners					
2	2.5	Support for students with disabilities	Students with Disabilities	\$93,678.00	\$924,379.00		\$175,146.00	\$1,193,203.00
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	\$116,589.00				\$116,589.00
3	3.2	STEAM and GATE programs	English Learners Foster Youth	\$1.00			\$600.00	\$601.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	\$251,926.00			\$3,384.00	\$255,310.00
3	3.4	Physical education, activity, and fitness	Low Income	\$108,705.00	\$113,770.00		\$148,201.00	\$370,676.00
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	\$402,377.00	\$451,272.00	\$30,000.00	\$21,745.00	\$905,394.00
4	4.1	Seeking family input for decision making	English Learners Foster Youth Low Income					
4	4.2	Building partnerships with families for student outcomes	English Learners Foster Youth Low Income	\$183,049.00			\$32,246.00	\$215,295.00
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	\$191,719.00	\$92,853.00		\$130,072.00	\$414,644.00
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	\$2,500.00				\$2,500.00
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	\$38,000.00	\$213,467.00			\$251,467.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$4,816,981	\$1,113,119	23.11%	0.00%	23.11%	\$1,618,963.00	0.00%	33.61 %	Total:	\$1,618,963.00
								LEA-wide Total:	\$1,618,963.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	\$10,000.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,050.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$302,047.00	
2	2.4	Designated and integrated ELD programs	Yes	LEA-wide	English Learners	All Schools		
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$116,589.00	
3	3.2	STEAM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1.00	
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$251,926.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	\$108,705.00	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$402,377.00	
4	4.1	Seeking family input for decision making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.2	Building partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$183,049.00	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$191,719.00	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$38,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$10,561,458.00	\$10,701,256.41

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher assignments and credentials	No	\$35,250.00	\$36,250.00
1	1.2	Instructional materials and technology	No	\$1,044,464.00	\$1,099,149.86
1	1.3	Clean and safe facilities that support learning	No	\$539,575.00	\$901,469.79
1	1.4	Healthy and nutritious meals	Yes	\$10,000.00	\$48,457.78
1	1.5	Well-orchestrated Home Office support services	No	\$1,689,817.00	\$1,515,266.04
2	2.1	Broad course of study and standards-based curriculum	No	\$2,741,565.00	\$3,150,095.34
2	2.2	Professional development for high-quality instruction	Yes	\$95,050.00	\$120,252.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$680,058.00	\$612,073.16
2	2.4	Designated and integrated ELD programs	Yes		
2	2.5	Support for students with disabilities	No	\$1,193,203.00	\$710,156.45

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	College/Career readiness programs and activities	Yes	\$116,589.00	\$106,580.03
3	3.2	STEAM and GATE programs	Yes	\$601.00	\$600.00
3	3.3	Digital literacy and citizenship programs	Yes	\$255,310.00	\$266,070.47
3	3.4	Physical education, activity, and fitness	Yes	\$370,676.00	\$369,518.76
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$905,394.00	\$854,242.02
4	4.1	Seeking family input for decision making	Yes		
4	4.2	Building partnerships with families for student outcomes	Yes	\$215,295.00	\$197,668.49
4	4.3	MTSS - PBIS and SEL support	Yes	\$414,644.00	\$444,291.85
4	4.4	Annual educational partner surveys	Yes	\$2,500.00	\$2,500.00
4	4.5	Community outreach and partnerships	Yes	\$251,467.00	\$266,614.37

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$1,618,963.00	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	\$10,000.00			
2	2.2	Professional development for high-quality instruction	Yes	\$12,050.00			
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$302,047.00			
2	2.4	Designated and integrated ELD programs	Yes				
3	3.1	College/Career readiness programs and activities	Yes	\$116,589.00			
3	3.2	STEAM and GATE programs	Yes	\$1.00			
3	3.3	Digital literacy and citizenship programs	Yes	\$251,926.00			
3	3.4	Physical education, activity, and fitness	Yes	\$108,705.00			
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$402,377.00			
4	4.1	Seeking family input for decision making	Yes				
4	4.2	Building partnerships with families for student outcomes	Yes	\$183,049.00			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	MTSS - PBIS and SEL support	Yes	\$191,719.00			
4	4.4	Annual educational partner surveys	Yes	\$2,500.00			
4	4.5	Community outreach and partnerships	Yes	\$38,000.00			

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$4,372,080		0.00%	0.00%	\$0.00	0.00%	0.00%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy San Diego	Gokhan Serce Regional Director and Principal	gserce@magnoliapublicschools.org (619) 644-1300

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Magnolia Science Academy San Diego (MSA-San Diego) is an independent public charter school located in the Allied Gardens community. MSA- San Diego serves around 420 students in grades 6–8, with classes that average 30 or fewer students. The school was founded in the fall of 2005 by a group of scientists and engineers devoted to math, science, and technology education. Magnolia’s mission is to provide a high-quality college preparatory educational program emphasizing science, technology, engineering, arts and math (STEAM) in a safe environment that cultivates respect for self and others.

MSA-San Diego provides a challenging academic curriculum, a highly qualified staff, and a variety of learning opportunities such as enrichment classes, athletics programs, free tutoring, after school clubs, character education classes, field trips, community meetings, and much more. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-San Diego is supplemented by tutoring, and after-school programs. Starting 2013–14 school year, MSA-San Diego transitioned to a 1:1 program with computers in every classroom. Since the 2013-14 School year MSA-San Diego Robotics, SeaPerch, and Archery teams and School Band won first place at multiple state and local competitions.

MSA-San Diego is a member of the Magnolia Public Schools family and collaborates with sister schools and other educational organizations to offer the best quality education to the students.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

- CDE recognized our school as a California Distinguished School
- We are implementing Restorative Practices to improve school culture and provided many professional developments for our staff and teacher leaders.
- Trained all admin team and teacher leaders in MTSS through MTSS grant.
- MSA-San Diego's overall performance in State testing based on latest California School Dashboard is green in Math and Blue in ELA.
- MSA-San Diego showed significant growth in state test in both Math and English for English Learners
- Our school outperformed all of the charter middle schools in city of San Diego and all of the middle schools in Navajo community.
- MSA-San Diego established partnership with the local community college to host community events like San Diego STEAM Expo.
- MSA-San Diego provided opportunities for students to showcase their achievements in STEAM fields. Some of the opportunities are:

1-Seaperch underwater robotics team won multiple trophies at the regional competition.

2-Our Vex Robotics team won the Judge's award in Orange County Regional competition..

3-Our Archery team won San Diego championship, State 2nd place and National 4th place awards at the Olympic Archery in Middle Schools competitions.

4-MSA-San Diego cohosted 8th annual San Diego STEAM Expo with Grossmont College

5-Participated San Diego Festival of Science and Engineering with over 80 students. Over 5,000 visitors visited Magnolia booths.

- The level of parent participation for school events increased significantly.
- MSA-San Diego PTF established their bylaws and had their third election with the new bylaws.
- We are in track to meet our home visit target.
- MSA-San Diego hosted, organized or participated in over 15 school and community events throughout the school year.
- Hosted daily Live Donuts in The Morning announcements via YouTube bring our community together during advisory class.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

- Increase academic achievement in the area of math for students with disabilities group in CAASPP.
- Recruiting and retaining highly qualified teachers
- Continual refinement of intervention programs to assist in closing the achievement gap for all student groups.
- Empowering students to be school wide student leaders in the establishment of school culture with a new school culture model.
- MSA-San Diego was eligible for ATSI due to chronic absenteeism rate of our African American students.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Charter School LCAP committee (PAC) has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

- Parents’ appreciation of being involved in the decision-making process and the need for continuous parent trainings via activities such as PTF, PAC and LCAP meetings
- Although currently we are the highest performing charter middle school in the county and in the Navajo community based on Dashboard data we see that all of our educational partners are still worried about learning loss due to pandemic limitations and Distance Learning. We will assess the student needs based on NWEA MAP Fall to Spring data and

SBAC results.

- Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs
- Providing positive behavior intervention support services to our students through well-established Restorative Practices system.
- Increase enrollment to meet enrollment target.
- Reduce chronic absenteeism and increase ADA

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

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

Information/input sessions include Parent Task Force (PTF) meetings, Parent Advisory Council Meetings (PAC), ELAC Meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and PAC also serve as our parent advisory committee for LCAP. Such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee provides valuable input for the new LCAP. In addition, the Charter School conducts surveys for parents, students, and staff and the Charter School staff make virtual and in-person home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include 8 PTF meetings, 5 PAC meetings, 4 ELAC meetings, at least 20 parent activities/events, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made close to 50 in person and virtual home visits during this school year and sought feedback from the parents for school improvement.

During the PAC meeting ATSI plan was shared and the PAC agreed to continue providing ADA celebration activities for all students.

A summary of the feedback provided by specific educational partners.

Parent Advisory Committee (PAC)/Parents:

- Happy with the Uniform expectations.
- Continue to provide a variety of courses in Summer school
- Requested more trainings and individualized reports for students through NWEA.
- MSA-San Diego presented the ATSI action plan to PAC and made the necessary updates based on the feedback.

Students:

- Students shared that teachers are respectful, helpful, nice, they work hard, they spend extra time to support students.
- Friends/Classmates are kind.
- After school clubs and activities provide opportunities for students to connect with friends, learn and have fun.
- Students shared that they want less limitations on uniforms

Staff:

- Continue to build on our Multi-Tiered System of Support
- Continue to provide social-emotional learning (SEL) experiences
- Continue with our Zone of Regulation SEL lessons to increase awareness and ownership of The WIZARD Way.
- Continue to use on-line PBIS platform, Kickboard, to recognize our students who demonstrate The WIZARD Way
- Bring more outside resources for our site professional development
- Staff shared that there is more need for mental health and SEL Support.

ELAC:

- Parents are happy about the additional EL support taking place throughout the day.

SELPA:

- Create a plan to provide targeted support for Students with Disabilities in Math.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

- Expanding after school tutoring and summer school opportunities
- Continue offering Saturday school for academic support but also add activities to engage interested students on Saturdays.
- Continue providing counseling and mental health support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers
- Investing in new Chromebook and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities

- Add more trees, and greens to the campus
- Upgrade the artificial turf
- Providing more staff PDs through outside professionals

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 0		2023-24: 0
Percentage of students without access to their own copies of standards-	2020-21: 0%	2021-22: 0%	2022-23: 0%		2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)					
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2020-21: 0	2021-22: 0	2022-23: 0		2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 85%	2021-22: (Spring 2021 to Fall 2021) 94%	2022-23: (Fall 2021 to Fall 2022) 68% This metric has been updated to measure from fall to fall.		2023-24: (Fall 2022 to Fall 2023) 85%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 99.3%	2021-22: (As of 5/12/22) 95%	2022-23: (As of 5/12/23) 97.8%		2023-24: 97.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials	\$24,250.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
1.2	Instructional materials and technology	<p>Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p>	\$330,395.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.</p> <p>The following expenditures will be funded by federal Title funds: Technology: Resource: Title II; Amount: \$909</p>		
1.3	Clean and safe facilities that support learning	<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial</p>	\$1,063,284.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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>		
1.4	Healthy and nutritious meals	<p>Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$19,000.00	Yes
1.5	Well-orchestrated Home Office support services	<p>The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter</p>	\$579,865.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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>		

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 1: Action 1: We provided BTSA and Mentor support for 4 teachers and helped teachers get their EL Authorizations.

Goal 1: Action 2: We provided instructional materials and technology for our students and staff as planned.

Goal 1: Action 3: As planned we provided resources to make sure that our school community have a clean and safe facilities that support learning

Goal 1: Action 4: Planned: In addition to planned services we hired a meal server to make sure that free breakfast and lunch is provided smoothly for all interested students.

Goal 1: Action 5: Planned: Support from home office is received as planned.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1
Budgeted \$24,250.00

Actual \$24,500.00

Goal 1 Action 2

Budgeted \$330,395.00

Actual \$341,333.93

Goal 1 Action 3

Budgeted \$1,063,284.00

Actual \$1,098,163.00

Goal 1 Action 4

Budgeted \$19,000.00

Actual \$47,454.47

Goal 1 Action 5

Budgeted \$579,865.00

Actual \$576,095.71

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 1: Action 1: All steps of action 1 were effective.

Goal 1: Action 2: All steps of action 2 were effective.

Goal 1: Action 3: All steps of action 3 were effective.

Goal 1: Action 4: All steps of action 4 were effective. In addition to planned services we hired a meal server to make sure that free breakfast and lunch is provided smoothly for all interested students.

Goal 1: Action 5: Planned: All steps of action 5 were effective.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For Goal 1 Action 1 we would like to keep the goal and actions the same for the future year.

For Goal 1 Action 2 we would like to keep the goal the same but add a new textbook expense to action 2. We will be getting a new math curriculum for our students in 23-24 based on math textbook committee recommendation

For Goal 1 Action 3 we would like to keep the goal and actions the same for the future year.

Goal 1 Action 4 we would like to keep the goal the same but add a meal server to actions for next year to make sure that free breakfast and lunch is provided smoothly for all interested students.

For Goal 1 Action 5 we would like to keep the goal and actions the same for the future year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%		2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Source: Local Indicator Priority 7, SIS)					
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%		2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%		2023-24: 100%
Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	2020-21: (As of 5/7/21) 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 84%		2023-24: 100%
Percentage of students who have	2020-21: (First semester)	2021-22: (First semester)	2022-23: (First semester)		2023-24: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
received a grade of “C” or better (or performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)	75%	90%	86%		
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 30.0	2021-22: (As of 5/13/22) N/A (MyOn was not used)	This metric will be retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24.		2023-24: 60.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 69.31% English Learners: 40.00% Socioeconomically Disadvantaged: 54.13% Students with Disabilities: 28.07% 	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 Assessments	2021-22: <ul style="list-style-type: none"> All Students: 62.97% English Learners: 0.00% Socioeconomically Disadvantaged: 53.60% Students with Disabilities: 26.25% 		2022-23: <ul style="list-style-type: none"> All Students: 71% English Learners: 46% Socioeconomically Disadvantaged: 57% Students with Disabilities: 32%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • Two or More Races: 63.79% • African American: 40.00% • Asian: 76.93% • Hispanic: 69.60% • White: 73.17% 	<p>(IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> • All Students: 70.05% • English Learners: 16.67% • Students with Disabilities: 36.00% • Hispanic: 57.86% • White: 75.71% <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> • All Students: 67.25% 	<ul style="list-style-type: none"> • Asian: XX.XX% • Hispanic: XX.XX% • White: XX.XX% <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 2022-23 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> • All Students: XX.XX% • English Learners: XX.XX% • Students with Disabilities: XX.XX% 		<ul style="list-style-type: none"> • Two or More Races: 65% • African American: 46% • Asian: 78% • Hispanic: 71% • White: 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<ul style="list-style-type: none"> • Hispanic: XX.XX% • White: XX.XX% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> • All Students: 68.73% 		
<p>Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</p>	<p>2018-19: (2019 Dashboard)</p> <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 • Students with Disabilities: 53.9 points below standard • Two or More Races: 38.1 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 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p>	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> • All Students: 34.6 points above standard • English Learners: 17.9 points below standard • Socioeconomically Disadvantaged: 6.8 points above standard • Students with Disabilities: 50.6 points below standard • African American: 0.1 points 		<p>2022-23: (2023 Dashboard)</p> <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 • Students with Disabilities: 47.0 points below standard • Two or More Races: 40.0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> All Students: 63.0% English Learners: 51.9% Students with Disabilities: 63.8% Hispanic: 62.7% White: 63.6% 	<ul style="list-style-type: none"> above standard Hispanic: 5.7 points above standard White: 50.5 points above standard 		<ul style="list-style-type: none"> points above standard African American: 15.0 points below standard Asian: 94.0 points above standard Hispanic: 36.0 points above standard White: 48.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2020-21: <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% 	Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 63.0% English Learners: 51.9% Students with Disabilities: 63.8% Hispanic: 62.7% White: 63.6% 	Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: XX.X% English Learners: XX.X% Students with Disabilities: XX.X% Hispanic: XX.X% White: XX.X% 		2023-24: <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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Hispanic: 50.6% White: 44.3% 				<ul style="list-style-type: none"> Hispanic: 65.0% White: 65.0%
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% 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>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-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> All Students: 48.47% 	<p>2021-22:</p> <ul style="list-style-type: none"> All Students: 49.87% English Learners: 0.00% Socioeconomically Disadvantaged: 36.60% Students with Disabilities: 23.75% Asian: XX.XX% Hispanic: XX.XX% White: XX.XX% <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</p>		<p>2022-23:</p> <ul style="list-style-type: none"> All Students: 62.00% English Learners: 30.00% Socioeconomically Disadvantaged: 45.00% Students with Disabilities: 27.00% Two or More Races: 59.0% African American: 36.0% Asian: 86.00% Hispanic: 57.00% White: 69.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> • English Learners: 10.34% • Students with Disabilities: 16.44% • Hispanic: 33.09% • White: 56.12% <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> • All Students: 68.79% 	<p>on the 2022-23 CAASPP-Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> • All Students: XX.XX% • English Learners: XX.XX% • Students with Disabilities: XX.XX% • Hispanic: XX.XX% • White: XX.XX% <p>IAB MATH Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> • All Students: 75.30% 		
<p>Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard</p>	<p>2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> • All Students: 21.8 points above standard 	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard</p>	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> • All Students: 1.7 points above standard 		<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> • All Students: 23.0 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Source: CA School Dashboard)	<ul style="list-style-type: none"> English Learners: 21.4 points below standard Socioeconomically Disadvantaged: 18.5 points below standard Students with Disabilities: 74.7 points below standard Two or More Races: 16.9 points above standard African American: 37.8 points below standard Asian: 65.6 points above standard Hispanic: 8.7 points above standard White: 32.0 points above standard 	<p>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 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 64.8% English Learners: 53.8% Students with Disabilities: 48.6% Hispanic: 62.9% White: 65.9% 	<ul style="list-style-type: none"> English Learners: 56.4 points below standard Socioeconomically Disadvantaged: 31.6 points below standard Students with Disabilities: 74.7 points below standard African American: 42.2 points below standard Hispanic: 39.5 points below standard White: 10.4 points above standard 		<ul style="list-style-type: none"> English Learners: 15.0 points below standard Socioeconomically Disadvantaged: 12.0 points below standard Students with Disabilities: 66.0 points below standard Two or More Races: 19.0 points above standard African American: 30.0 points below standard Asian: 66.0 points above standard Hispanic: 10.0 points above standard White: 33.0 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2020-21: <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% 	Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 64.8% English Learners: 53.8% Students with Disabilities: 48.6% Hispanic: 62.9% White: 65.9% 	Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: XX.X% English Learners: XX.X% Students with Disabilities: XX.X% Hispanic: XX.X% White: XX.X% 		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%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: (2019 Dashboard) 53.3%	2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. 2022 ELPAC Percentage of Students at Each Performance Level:	2021-22: (2022 Dashboard) 69.0%		2022-23: (2023 Dashboard) 55.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> Level 4: 29.03% Level 3: 38.71% Level 2: 19.35% Level 1: 12.90% 			
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 33.3%	<p>2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.</p> <p>2022 ELPAC Percentage of Students Level 4 who are reclassified as RFEP: 26%</p>	<p>2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.</p> <p>2022 ELPAC Percentage of Students Level 4: 29.03%</p>		2023-24: 30.0%
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: 55.74% Socioeconomically Disadvantaged: 48.48% Students with Disabilities: 20.00% 	CAST assessments were waived during the 2019-20 and 2020-21 school years.	<p>2021-22:</p> <ul style="list-style-type: none"> All Students: 53.38% English Learners: 0 Socioeconomically Disadvantaged: 41.51% 		<p>2022-23:</p> <ul style="list-style-type: none"> All Students: 57.00% Socioeconomically Disadvantaged: 50.00% Students with Disabilities: 22.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Homeless: 55.74% Hispanic: 51.35% White: 58.18% 		<ul style="list-style-type: none"> Students with Disabilities: 26.09% Hispanic: XX.XX% 		<ul style="list-style-type: none"> Homeless: 57.0% Hispanic: 54.00% White: 60.0%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad course of study and standards-based curriculum	<p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$1,403,339.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Professional development for high-quality instruction	<p>Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Professional development expenses: Resource: Title II; Amount: \$10,964 	\$28,465.00	Yes
2.3	MTSS - Academic enrichment, intervention, and student support	Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize	\$382,342.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<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 will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: Dean of Academics salary and benefits, instructional aide salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, IXL, Quizizz, Membean, Cityspan, Newsela, and myON.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Teacher and admin stipends for after school and Saturday school: Resource: Title I, Part A; Amount: \$32,602 • Educational Software: Resource: Title I, Part A; Amount: \$19,364 		
2.4	Designated and integrated ELD programs	Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
2.5	Support for students with disabilities	Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in	\$1,016,106.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds:</p> <p>Instructional Aide Salary and Benefits: Title I ; Amount: \$20,219</p>		

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Goal 2: Action 1: We provided Broad course of study and standards based curriculum.
- Goal 2: Action 2: We provided Professional development for high quality instruction as planned
- Goal 2: Action 3: We provided academic enrichment, intervention, and student support as planned
- Goal 2: Action 4: Designated and integrated ELD programs provided as planned

Goal 2: Action 5: Support for students with disabilities provided as planned.

For Goal 2 one of the areas that we are focusing is hiring all the positions internally rather than getting long term substitutes.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1 : The difference is mainly due to additional substitute and service provider cost. Instead of hiring some of the positions internally we worked with a substitute company to get long term substitutes.

Budgeted \$1,403,339.00

Actual \$1,596,162.06

Goal 2 Action 2

Budgeted \$28,465.00

Actual \$27,964.00

Goal 2 Action 3 : The difference is as a result of calculating dean of students expense under goal 4 action 3.

Budgeted \$382,342.00

Actual \$242,236.16

Goal 2 Action 4

Budgeted \$-

Actual \$-

Goal 2 Action 5: The decreases is as a result of less internal hire vs substitutes as mentioned in action 2.1 and as a result of some of the service provider costs not being booked yet.

Budgeted \$1,016,106.00

Actual \$816,261.49

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 2: Action 1: All steps of action 1 were effective.

Goal 2: Action 2: All steps of action 2 were effective.

Goal 2: Action 3: All steps of action 2 were effective.

Goal 2: Action 4: All steps of action 2 were effective.

Goal 2: Action 5: All steps of action 2 were effective.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 2: Action 1: We would like to keep the goal and actions the same for the future year.

Goal 2: Action 2: We would like to keep the goal and actions the same for the future year.

Goal 2: Action 3: We would like to keep the goal and actions the same for the future year.

Goal 2: Action 4: We would like to keep the goal and actions the same for the future year.

Goal 2: Action 5: We would like to keep the goal and actions the same for the future year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 27%	2021-22: (As of 5/13/22) 23%	2022-23: (As of 5/12/23) 23%		2023-24: 20%
Percentage of students in the current graduating class who	2020-21: (As of 4/16/21) 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%		2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)					
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%		2023-24: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	<p>Charter School will promote a college-going culture through college visits, college/career days, and other college related activities.</p> <p>Expenditures associated with this action include the following: college/career related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		Yes

Action #	Title	Description	Total Funds	Contributing
3.2	STEAM and GATE programs	<p>Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.</p> <p>Expenditures associated with this action include the following: supplemental science program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		Yes
3.3	Digital literacy and citizenship programs	<p>Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and</p>	\$800.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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: Resource: Title IV, Part A; Amount: \$800 		
3.4	Physical education, activity, and fitness	<p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p>	\$212,553.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Physical activity, fitness, and equipment expenses: Resource: Title IV, Part A; Amount: \$700 		
3.5	Additional programs and activities that support well-rounded education	<p>In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.</p> <p>The following expenditures will be funded by federal Title funds:N/A</p>	\$327,401.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 3: Action 1: We were able to host our College and Career week event, University Showcase. We had close to 20 guest speakers and in addition to colleges, navy, different occupational/trade school programs and businesses presented by students.

Goal 3: Action 2: Our students participated in many STEAM activities including San Diego STEAM Expo that we cohost with Grossmont College

Goal 3: Action 3: Provided Digital literacy and citizenship programs mostly through free resources.

Goal 3: Action 4: We provided resources to make sure that our students have access to Physical education, activity, and fitness.

Goal 3: Action 5: We continued to provide additional programs and activities that support well-rounded education. As a result of the additional programs our students and school received numerous awards and recognitions

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1

Budgeted \$-

Actual \$-

Goal 3 Action 2

Budgeted \$-

Actual \$-

Goal 3 Action 3

Budgeted \$800.00

Actual \$800.00

Goal 3 Action 4

Budgeted \$212,553.00

Actual \$188,891.58

Goal 3 Action 5

Budgeted \$327,401.00

Actual \$335,393.72

An explanation of how effective the specific actions were in making progress toward the goal.

- Goal 3: Action 1: All steps of action 1 were effective.
- Goal 3: Action 2: All steps of action 2 were effective.
- Goal 3: Action 3: All steps of action 3 were effective.
- Goal 3: Action 4: All steps of action 4 were effective.
- Goal 3: Action 5: Planned: All steps of action 5 were effective.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Goal 3: Action 1: We would like to keep the goal and actions the same for the future year.
- Goal 3: Action 2: We would like to keep the goal and actions the same for the future year.
- Goal 3: Action 3: We would like to keep the goal and actions the same for the future year.
- Goal 3: Action 4: We would like to keep the goal and actions the same for the future year.
- Goal 3: Action 5: Planned: We would like to keep the goal and actions the same for the future year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	CONNECTION: All students, families, staff, and other educational partners will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 1	2021-22: (As of 5/13/22) 3	This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings.		2023-24: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 2	2021-22: (As of 5/13/22) 2	2022-23: (As of 5/12/23) 3		2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 28	2021-22: (As of 5/13/22) 17	2022-23: (As of 5/12/23) 4		2023-24: 8
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 19	2021-22: (As of 5/13/22) 12	2022-23: (As of 5/12/23) 20		2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: 4	2022-23: 4		2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 5.1%	2021-22: (As of 5/13/22) 8%	2022-23: (As of 5/12/23) 13.1%		2023-24: 15.0%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 98.22%	2021-22: (P-2 ADA) 93%	2022-23: (P-2 ADA) 92.80%		2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 3.4%	2021-22: (As of 5/13/22) 23.4%	2021-22: (2022 Dashboard) 24.7% 2022-23: (As of 5/12/23) 24.6%		2022-23: (2023 Dashboard) 6.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%	2021-22: (As of 5/13/22) 0%	2022-23: (As of 5/12/23) 0%		2023-24: 0.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 5/13/22) 3%	2021-22: (2022 Dashboard) 3.4% 2022-23: (As of 5/12/23) 2.2%		2022-23: (2023 Dashboard) 1.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 5/13/22) 0.00%	2021-22: (CDE DataQuest) 0.23% 2022-23: (As of 5/12/23) 0.00%		2022-23: (CDE DataQuest) 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 94.7% Families: 67.9% Staff: 100.0%	2021-22: Students: 92.8% Families: 71.1% Staff: 100%	2022-23: Students: 95.7% Families: 66.6% Staff: 96.9%		2023-24: Students: 90.0% Families: 67.0% Staff: 90.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 76% Families: 97% Staff: 95%	2021-22: Students: 66% Families: 96% Staff: 95%	2022-23: Students: 67% Families: 95% Staff: 86%		2023-24: Students: 74% Families: 85% Staff: 85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 85%	2021-22: (Spring 2021 to Fall 2021) 87.46%	2022-23: (Spring 2022 to Fall 2022) 91%		2023-24: (Spring 2023 to Fall 2023) 85%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Seeking family input for decision making	<p>Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Building partnerships with families for student outcomes	<p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students’ grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school’s EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p> <p>Expenditures associated with this action include the following: Infinite 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: \$6,020 	\$291,359.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	MTSS - PBIS and SEL support	<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, 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>ATSI: Our attendance team will continue to provide support to our African American students and their guardians to decrease student chronic absenteeism as stated in our handbook.</p>	\$37,961.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<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"> • Educational Software for MTSS : Resource: Title IV, Part A; Amount: \$5,000 • Instructional Supplies: Resource: Title I; Amount: \$1,985 		
4.4	Annual educational partner surveys	<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 educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.5	Community outreach and partnerships	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$20,000.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 4: Action 1: We continued to provide opportunities for our families to be part of the decision making process

Goal 4: Action 2: We hosted all the school events in person and provided opportunities for families to participate school events as planned in action 2.

Goal 4: Action 3: We provided PBIS and SEL support and resources as planned.

Goal 4: Action 4: All of our educational partners participated in educational partner survey. We met our participation goal and shared outcome of the surveys with educational partners and community.

Goal 4: Action 5: We continue to establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1

Budgeted \$-

Actual \$-

Goal 4 Action 2

Budgeted \$291,359.00

Actual \$266,541.53

Goal 4 Action 3: The Dean of students expense was originally planned under goal 2 action 3. African American students will have equitable access to all of the resources at our school; as a result, resource inequities for the students with special needs do not occur.

Budgeted \$37,961.00

Actual \$246,334.82

Goal 4 Action 4

Budgeted \$2,000.00

Actual \$2,000.00

Goal 4 Action 5

Budgeted \$20,000.00

Actual \$25,000.00

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 4: Action 1: All steps of action 1 were effective.

Goal 4: Action 2: All steps of action 2 were effective.

Goal 4: Action 3: All steps of action 2 were effective.

Goal 4: Action 4: All steps of action 2 were effective.

Goal 4: Action 5: All steps of action 2 were effective.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 4: Action 1: We would like to keep the goal and actions the same for the future year.

Goal 4: Action 2: We would like to keep the goal and actions the same for the future year.

Goal 4: Action 3: We would like to keep the goal and actions the same for the future year. Although we have an action plan for our African American Students as a result of ATSI designation, the plan applies to all student groups. Chronic absenteeism is an area that became a concern as a result of Covid related absences and it continued during 22-23 school year due to covid and flu related absence.

Goal 4: Action 4: We would like to keep the goal and actions the same for the future year.

Goal 4: Action 5: We would like to keep the goal and actions the same for the future year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$314,177	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.03%	0.00%	\$0.00	8.03%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

- Goal 1: Action 4: Healthy and nutritious meals

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Low-income students are eligible to receive reduced-price or free meals at school and this action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will

adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 2: Action 2: Professional development for high-quality instruction

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, some of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention, and student support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, and some of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is

practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 4: Designated and integrated ELD programs

Around one third of Charter School's student population consists of English Learners (EL), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect this action will result in increased academic achievement of our student groups, particularly of our ELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, Lexile growth, and EL reclassification rates as identified in our LCAP metrics in Goal 2.

- Goal 3: Action 1: College/Career readiness programs and activities

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our students have a need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. With the needs of our unduplicated students in mind, Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. These activities are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in student grades, attendance rates, and percentage of students enrolled in accelerated programs and involved in STEAM activities, eventually leading to students taking rigorous courses in high school to better prepare for college and career.

- Goal 3: Action 2: STEAM and GATE programs

Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEAM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEAM curricula. Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as Code.org activities, Amazon Engineering, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced

Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.

- Goal 3: Action 3: Digital literacy and citizenship programs

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our low-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. With such needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.

- Goal 3: Action 4: Physical education, activity, and fitness

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports

clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, language other than English and culture, sports, visual and performing arts, community service, and others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 4: Action 1: Seeking family input for decision making

It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple

channels to engage parents in decision making. Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessments, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. We also expect this action will result in increased parent satisfaction as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with

families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate and ADA rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 3: MTSS - PBIS and SEL support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL

survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 4: Annual stakeholder surveys

It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage stakeholders in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage stakeholders in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

- Goal 4: Action 5: Community outreach and partnerships

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Charter School will increase or improve services provided for unduplicated students by at least the percentage calculated as compared to the services provided for all students in the LCAP year. Services are increased (in quantity) or improved (in quality) by those actions in our LCAP that are included in the Goals and Actions section as "contributing" to the increased or improved services requirement. We expect that these actions will result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services we

provide to all students. Charter School will increase or improve services for our unduplicated students through the following actions:

- Goal 1: Action 4: Healthy and nutritious meals

Low-income students are eligible to receive reduced-price or free meals at school. Charter School will maintain nutrition education resources and promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes.

- Goal 2: Action 2: Professional development for high-quality instruction

Professional development will occur at the MPS organizational level and within the school. In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention and student support

Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) These student supports and interventions will provide increased and improved services for all our unduplicated students who would need the extra support and attention.

- Goal 2: Action 4: Designated and integrated ELD programs

Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will

include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners.

- Goal 3: Action 1: College/Career readiness programs and activities

Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints.

- Goal 3: Action 2: STEAM and GATE programs

Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. Charter School will design and implement engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities.

- Goal 3: Action 3: Digital literacy and citizenship programs

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

- Goal 3: Action 4: Physical education, activity, and fitness

Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. These activities will result in increased and improved services, particularly for our low-income students who may not have a physically active and healthy lifestyle.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students.

- Goal 4: Action 1: Seeking family input for decision making

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

- Goal 4: Action 2: Building partnerships with families for student outcomes

Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 3: MTSS - PBIS and SEL support

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. Teachers will establish classroom management procedures,

foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students.

- Goal 4: Action 4: Annual stakeholder surveys

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

- Goal 4: Action 5: Community outreach and partnerships

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

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

MSA-San Diego will not receive additional concentration grant add-on funding due to the fact that the UPP percentage is less than 55%.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,976,196.00	\$1,325,287.00	\$30,000.00	\$407,637.00	\$5,739,120.00	\$3,356,602.00	\$2,382,518.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Teacher assignments and credentials	All	\$24,250.00				\$24,250.00
1	1.2	Instructional materials and technology	All	\$309,486.00	\$15,000.00		\$5,909.00	\$330,395.00
1	1.3	Clean and safe facilities that support learning	All	\$983,961.00			\$79,323.00	\$1,063,284.00
1	1.4	Healthy and nutritious meals	Low Income	\$19,000.00				\$19,000.00
1	1.5	Well-orchestrated Home Office support services	All	\$543,625.00	\$17,678.00		\$18,562.00	\$579,865.00
2	2.1	Broad course of study and standards-based curriculum	All	\$1,167,578.00	\$235,761.00			\$1,403,339.00
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	\$13,501.00	\$4,000.00		\$10,964.00	\$28,465.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	\$127,660.00	\$52,127.00		\$202,555.00	\$382,342.00
2	2.4	Designated and integrated ELD programs	English Learners					
2	2.5	Support for students with disabilities	Students with Disabilities	\$89,653.00	\$859,634.00		\$66,819.00	\$1,016,106.00
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income					
3	3.2	STEAM and GATE programs	English Learners Foster Youth					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income				\$800.00	\$800.00
3	3.4	Physical education, activity, and fitness	Low Income	\$202,853.00			\$9,700.00	\$212,553.00
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	\$156,314.00	\$141,087.00	\$30,000.00		\$327,401.00
4	4.1	Seeking family input for decision making	English Learners Foster Youth Low Income					
4	4.2	Building partnerships with families for student outcomes	English Learners Foster Youth Low Income	\$285,339.00			\$6,020.00	\$291,359.00
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	\$30,976.00			\$6,985.00	\$37,961.00
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	\$2,000.00				\$2,000.00
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	\$20,000.00				\$20,000.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$3,912,547	\$314,177	8.03%	0.00%	8.03%	\$857,643.00	0.00%	21.92 %	Total:	\$857,643.00
								LEA-wide Total:	\$857,643.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	\$19,000.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$13,501.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$127,660.00	
2	2.4	Designated and integrated ELD programs	Yes	LEA-wide	English Learners	All Schools		
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.2	STEAM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	\$202,853.00	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$156,314.00	
4	4.1	Seeking family input for decision making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.2	Building partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$285,339.00	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,976.00	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$5,739,120.00	\$5,835,133.47

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher assignments and credentials	No	\$24,250.00	\$24,500.00
1	1.2	Instructional materials and technology	No	\$330,395.00	\$341,333.93
1	1.3	Clean and safe facilities that support learning	No	\$1,063,284.00	\$1,098,163.00
1	1.4	Healthy and nutritious meals	Yes	\$19,000.00	\$47,454.47
1	1.5	Well-orchestrated Home Office support services	No	\$579,865.00	\$576,095.71
2	2.1	Broad course of study and standards-based curriculum	No	\$1,403,339.00	\$1,596,162.06
2	2.2	Professional development for high-quality instruction	Yes	\$28,465.00	\$27,964.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$382,342.00	\$242,236.16
2	2.4	Designated and integrated ELD programs	Yes		
2	2.5	Support for students with disabilities	No	\$1,016,106.00	\$816,261.49

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	College/Career readiness programs and activities	Yes		
3	3.2	STEAM and GATE programs	Yes		\$1.00
3	3.3	Digital literacy and citizenship programs	Yes	\$800.00	\$800.00
3	3.4	Physical education, activity, and fitness	Yes	\$212,553.00	\$188,891.58
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$327,401.00	\$335,393.72
4	4.1	Seeking family input for decision making	Yes		
4	4.2	Building partnerships with families for student outcomes	Yes	\$291,359.00	\$266,541.53
4	4.3	MTSS - PBIS and SEL support	Yes	\$37,961.00	\$246,334.82
4	4.4	Annual educational partner surveys	Yes	\$2,000.00	\$2,000.00
4	4.5	Community outreach and partnerships	Yes	\$20,000.00	\$25,000.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$857,643.00	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	\$19,000.00			
2	2.2	Professional development for high-quality instruction	Yes	\$13,501.00			
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$127,660.00			
2	2.4	Designated and integrated ELD programs	Yes				
3	3.1	College/Career readiness programs and activities	Yes				
3	3.2	STEAM and GATE programs	Yes				
3	3.3	Digital literacy and citizenship programs	Yes				
3	3.4	Physical education, activity, and fitness	Yes	\$202,853.00			
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$156,314.00			
4	4.1	Seeking family input for decision making	Yes				
4	4.2	Building partnerships with families for student outcomes	Yes	\$285,339.00			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	MTSS - PBIS and SEL support	Yes	\$30,976.00			
4	4.4	Annual educational partner surveys	Yes	\$2,000.00			
4	4.5	Community outreach and partnerships	Yes	\$20,000.00			

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$3,308,687		0.00%	0.00%	\$0.00	0.00%	0.00%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Coversheet

Public Hearing for 2023-24 Budgets for All MPS

Section: V. Information/Discussion Items
Item: B. Public Hearing for 2023-24 Budgets for All MPS
Purpose: Discuss
Submitted by:
Related Material: V_B_MPS 2023-24 Budget PPT Presentation.pdf
V_B_Magnolia 2023-24 Budget DMS.pdf
V_B_MSA 2023-24 July Budget.pdf

Adopted Budget 2023-24

June 8, 2023



MPS – Adopted Budget FY 23/ 24

Assumptions

Revenues

- **Governor’s May Revise includes an 8.2 percent cost of living adjustment (COLA) increase to LCFF and other programs for 2023-2024**
- **Reductions to the Arts & Music Block Grant, Instructional Materials ,Discretionary Block Grant & the Learning Recovery Emergency Block Grant**
- **One-time pandemic funds projected to be spent down into the next two fiscal years**
- **Additional one-time monies in the form of Employee Retention Credits (ERC) for all sites**

Expenditures

- **Teacher compensation data reflects salary increases for 2023-24**
- **Employee Benefit expenditures projected increase based on updated information**
- **Books, Supplies & Services projections have been updated to reflect cost of living increases**
- **Facilities costs included in Services and other Operating Expenses & Capital Outlay**

MPS – Budget Assumptions MYP

FY 24/ 25 & 25/ 26

Revenues

- **LCFF and other State revenues are based on the School Services of California (SSC) May Revise Dartboard (includes 3.94% & 3.29% COLA) with some projected enrollment growth that varies by school site**
- **Spend down of all one-time pandemic funds by end of 24/25 (based on school)**

Expenditures

- **Teacher compensation data reflects 23/24 staffing levels with minor increases based on COLA**
- **Books, Supplies & Services projections have been updated to reflect cost of living increases and updated information**

Magnolia Public Schools - Fiscal Stabilization Plans

<u>MSA 3</u>	<u>MSA 4</u>	<u>MSA 6</u>	<u>MSA 7</u>	<u>MSA Bell</u>	<u>MSA Santa Ana</u>	<u>MSA San Diego</u>	<u>Total</u>
\$1,278,152	\$135,000	\$ 513,263	\$249,461	\$ 467,276	\$1,343,241	\$ 590,325	\$4,576,718

The original Fiscal Stabilization Plans (FSP) were presented in March 2023, reflected approximately \$4.56 million worth of total reductions for 2023-24

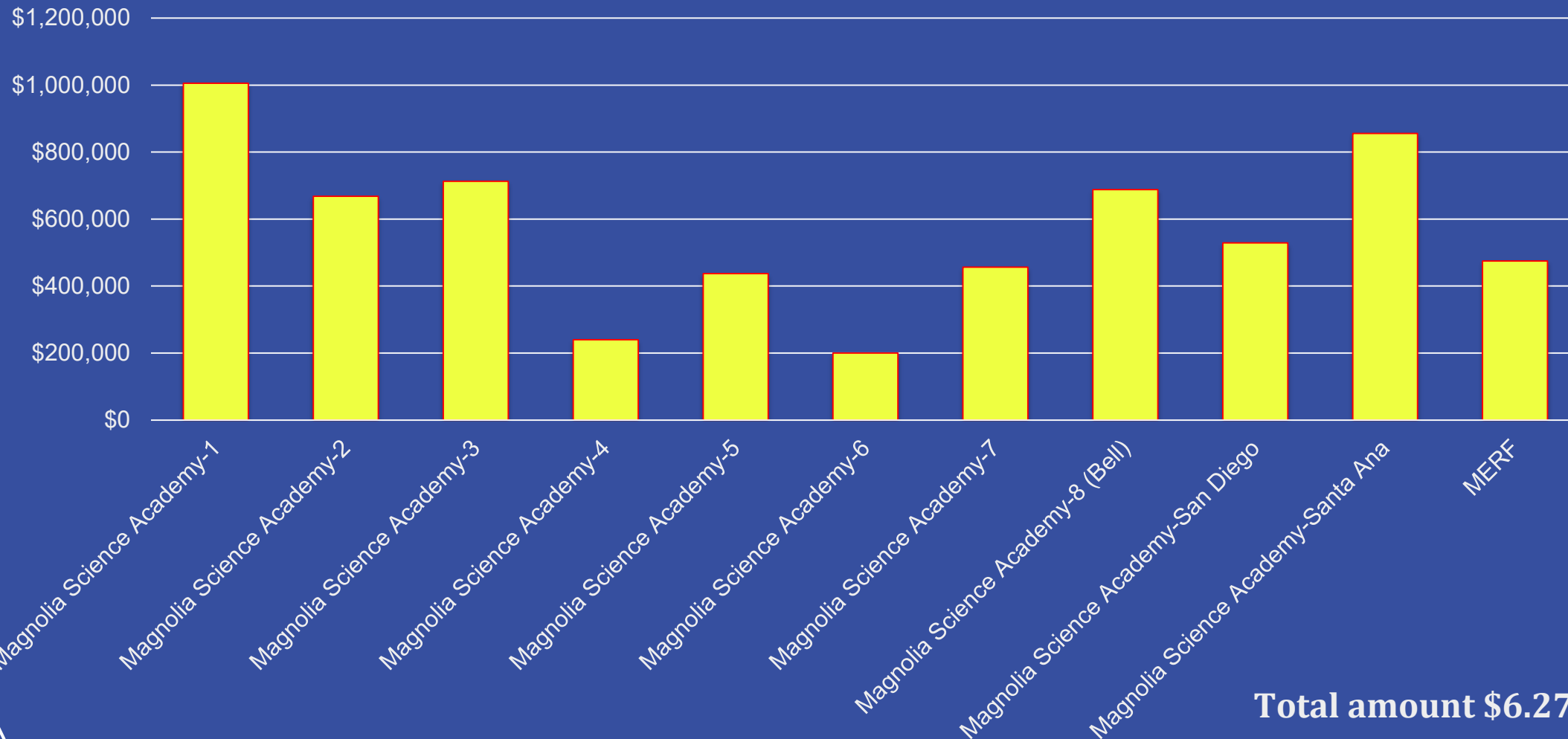
However FSP amounts were revised in June to \$554K for MSA 3, Santa Ana & San Diego for 2023-24

Employee Retention Credit - Breakdown

<u>Site Name</u>	<u>Amount Per Site</u>
MSA-1	\$1,005,426
MSA-2	\$668,059
MSA-3	\$712,447
MSA-4	\$239,529
MSA-5	\$437,102
MSA-6	\$199,829
MSA-7	\$456,741
MSA-Bell	\$687,917
MSA-San Diego	\$528,952
MSA-Santa Ana	\$855,626
MERF	\$474,792
<u>Grand Total</u>	<u>\$6,266,419</u>

Source: MPS Finance Department

Employee Retention Credit



Total amount \$6.27 million

Source: MPS Finance Department

Enrollment Projections – 2022-23 & 2023-24

School	2022/23	2023/24	Net Change
MSA 1	693	700	7
MSA 2	507	530	23
MSA 3	375	400	25
MSA 4	105	120	15
MSA 5	234	239	5
MSA 6	91	110	19
MSA 7	264	287	23
MSA 8 Bell	385	394	9
MSA Santa Ana	496	520	24
MSA San Diego	419	430	11
Totals	3,569	3,730	161

Enrollment projected to increase by 4.5 percent year over year MPS-wide

Budget Planning Assumptions 23/ 24

Funded ADA (Average Daily Attendance)

<u>MSA 1</u>	<u>MSA 2</u>	<u>MSA 3</u>	<u>MSA 4</u>	<u>MSA 5</u>
651	493	368	110	217

<u>MSA 6</u>	<u>MSA 7</u>	<u>MSA Bell</u>	<u>MSA SA</u>	<u>MSA SD</u>
101	267	362	494	400

Enrollment to ADA continues to be a challenge post-pandemic as MPS averaged 96% during the 2019-20 school year

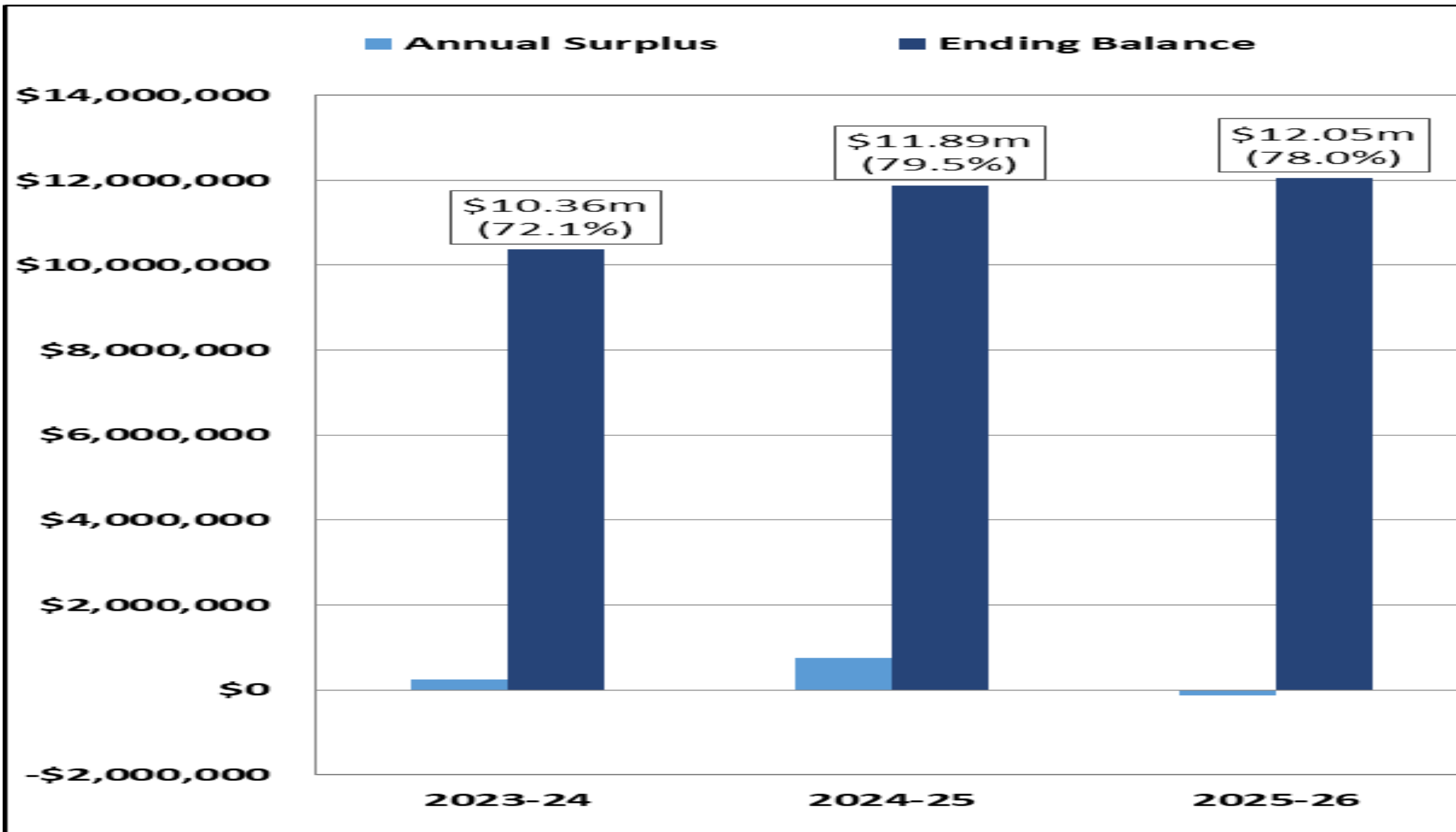
Source: Cal Pads Data

Magnolia Science Academy 1 – Adopted Budget & Multiyear Projections

	2023-24 Adopted Budget	2024-25	2025-26
Enrollment	700	747	767
Revenues	\$14,634,829	\$15,705,070	\$15,317,383
Expenditures	\$14,378,186	\$14,944,687	\$15,436,367
Other Adjustments			(200,000)
Net Deficit/Surplus	\$256,643	\$760,383	\$81,016
Ending Fund Balance	\$10,364,527	\$11,885,294	\$12,047,327

Enrollment projections assume 10% growth over a 3 year period. Revenue projections include spend down of all one-time monies by 2024/25. Projected deficit in 25/26 will need to be offset by approximately \$200,000 worth cuts or additional revenues; see other adjustments.

Magnolia Science Academy 1 - Multiyear Projections

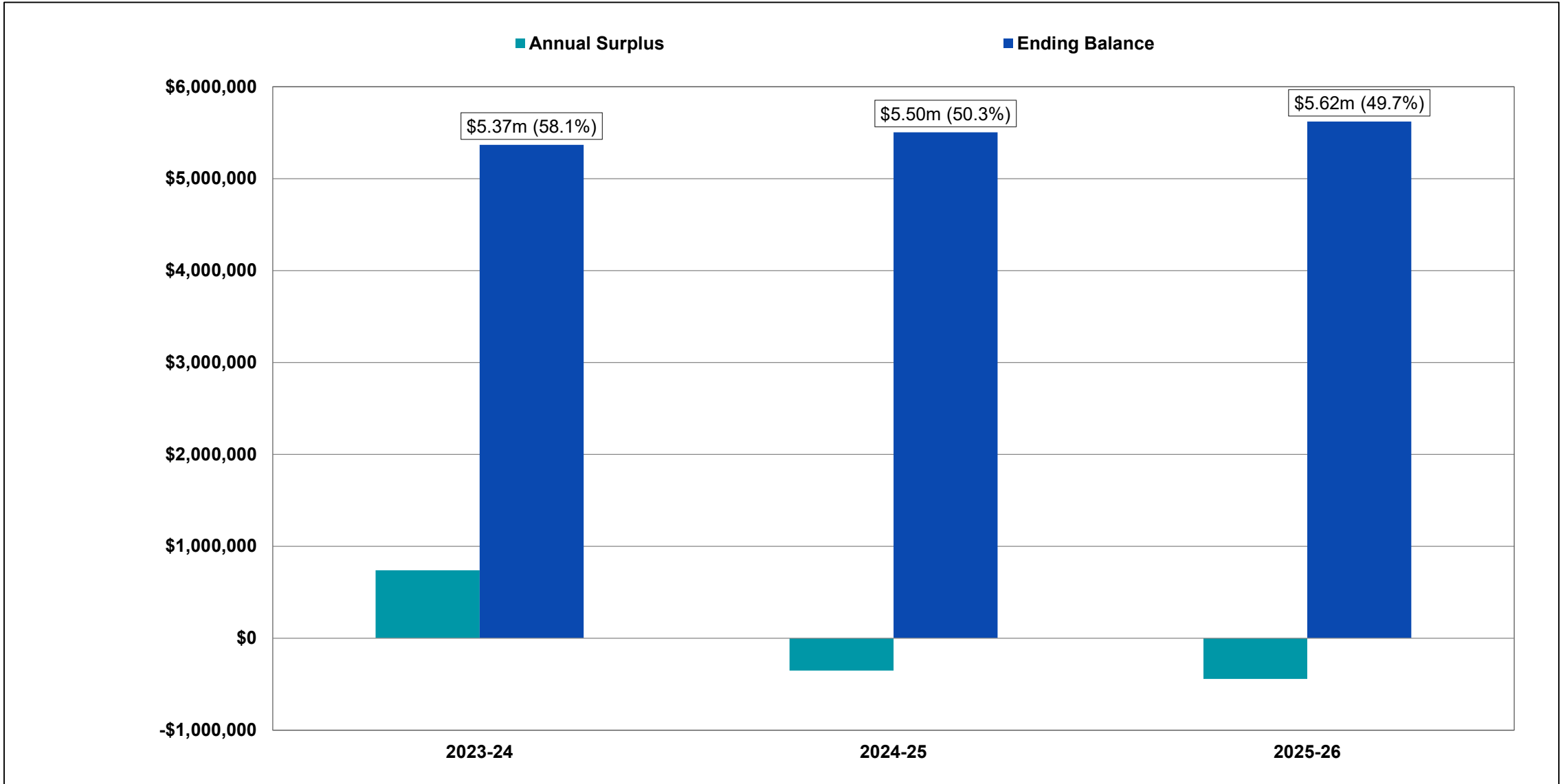


Magnolia Science Academy 2 – Adopted Budget & Multiyear Projections

	2023-24 Adopted Budget	2024-25	2025-26
Enrollment	530	564	564
Revenues	\$9,976,108	\$10,589,203	\$10,874,268
Expenditures	\$9,237,528	\$10,941,488	\$11,315,908
Other Adjustments		(420,000)	(500,000)
Net Deficit/Surplus	\$738,579	\$67,715	\$58,360
Ending Fund Balance	\$5,368,976	\$5,504,407	\$5,621,128

Enrollment projections assume 6% growth over a 2 year period. Revenue projections include spend down of all one-time monies by 2024/25. Projected deficits in 24/25 & 25/26 will need to be offset by spending reductions or revenue enhancements; see other adjustments.. The additional costs for the Two Principal Model has been incorporated into 24/25 projections.

Magnolia Science Academy 2 – Multiyear Projections



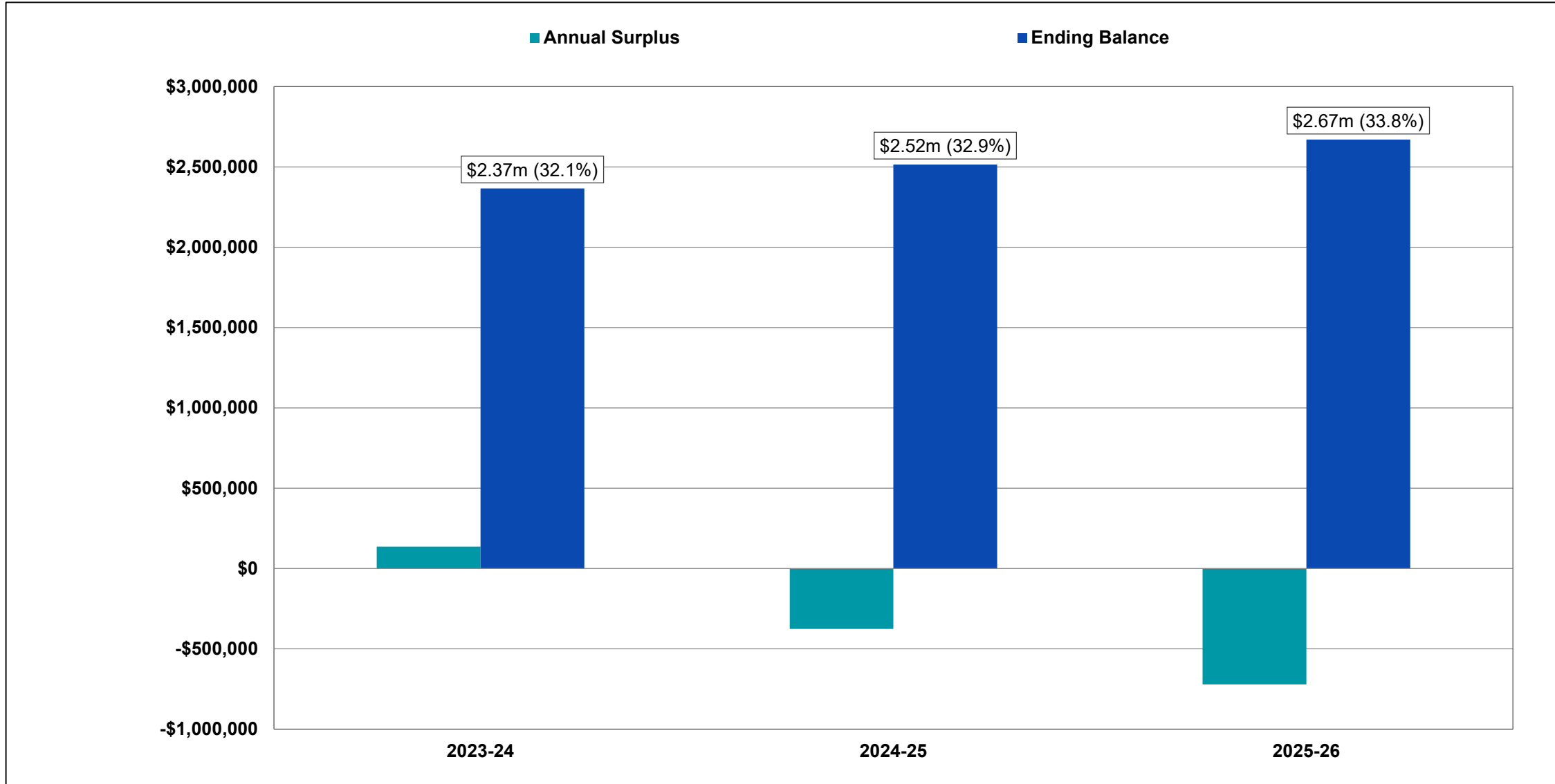
Magnolia Science Academy 3 – Adopted Budget & Multiyear Projections

	2023-24 Adopted Budget	2024-25	2025-26
Enrollment	400	412	421
Revenues	\$7,503,214	\$7,281,373	\$7,186,785
Expenditures	\$7,366,704	\$7,656,952	\$7,908,866
Other Adjustments		(450,000)	(800,000)
Net Deficit/Surplus	\$136,510	\$74,421	\$77,919
Ending Fund Balance	\$2,366,958	\$2,515,800	\$2,671,638

Enrollment projections assume 5% growth over a 3 year period. Revenue projections include spend down of all one-time monies by 2023/24. Projected deficits in 24/25 & 25/26 will need to be offset by spending reductions or revenue enhancements; see other adjustments.

Magnolia Science Academy 5 - Multiyear Projections

Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday June 8, 2023 at 6:30 PM

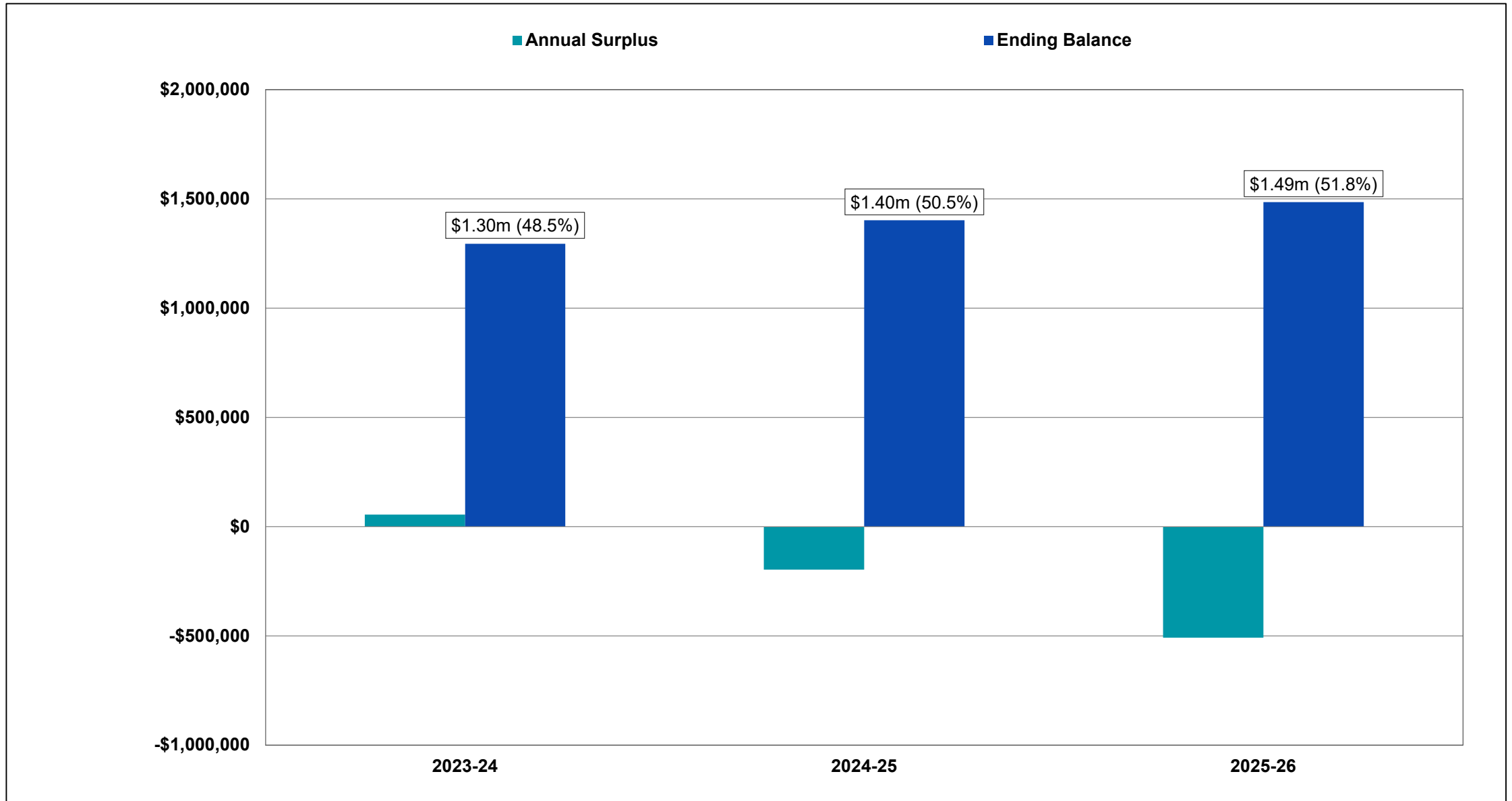


Magnolia Science Academy 4 – Adopted Budget & Multiyear Projections

	2023-24 Adopted Budget	2024-25	2025-26
Enrollment	120	140	140
Revenues	\$2,723,868	\$2,577,568	\$2,357,197
Expenditures	\$2,668,968	\$2,774,125	\$2,865,394
Other Adjustments		(250,000)	(550,000)
Net Deficit/Surplus	\$54,900	\$53,443	\$41,803
Ending Fund Balance	\$1,295,041	\$1,401,926	\$1,485,532

Enrollment projections assumes 17% growth over a 2 year period. Revenue projections include spend down of all one-time monies by 2023/24. Projected deficits in 24/25 & 25/26 will need to be offset by spending reductions or revenue enhancements; see other adjustments.

Magnolia Science Academy 4 – Multiyear Projections



Magnolia Science Academy 3 - Adopted Budget & Multiyear Projections

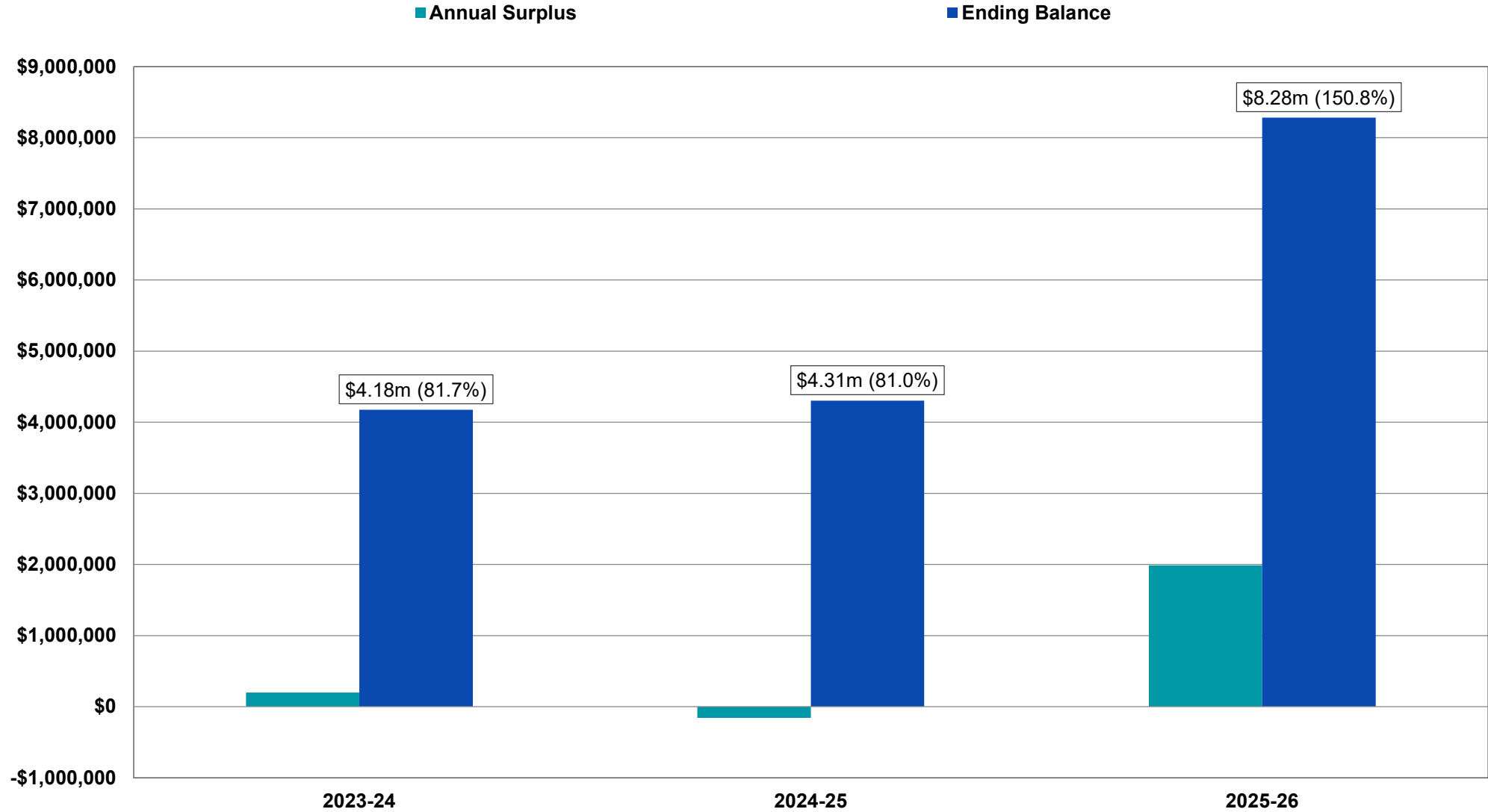
Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday June 8, 2023 at 6:30 PM

	2023-24 Adopted Budget	2024-25	2025-26
Enrollment	239	239	380
Revenues	\$5,314,986	\$5,160,534	\$7,479,139
Expenditures	\$5,114,244	\$5,315,745	*\$5,490,633
Other Adjustments		(220,000)	
Net Deficit/Surplus	\$200,742	\$64,789	\$1,988,506
Ending Fund Balance	\$4,175,808	\$4,305,386	\$8,282,397

Enrollment projections assumes 59% growth over a 2 year period. Revenue projections include spend down of all one-time monies by 2024/25. Projected deficit in 24/25 will need to be offset by spending reductions or revenue enhancements; see other adjustments.

**We will model our staffing assumptions for 25/26 based on existing school models (MSA 3).*

Magnolia Science Academy 5 - Multiyear Projections



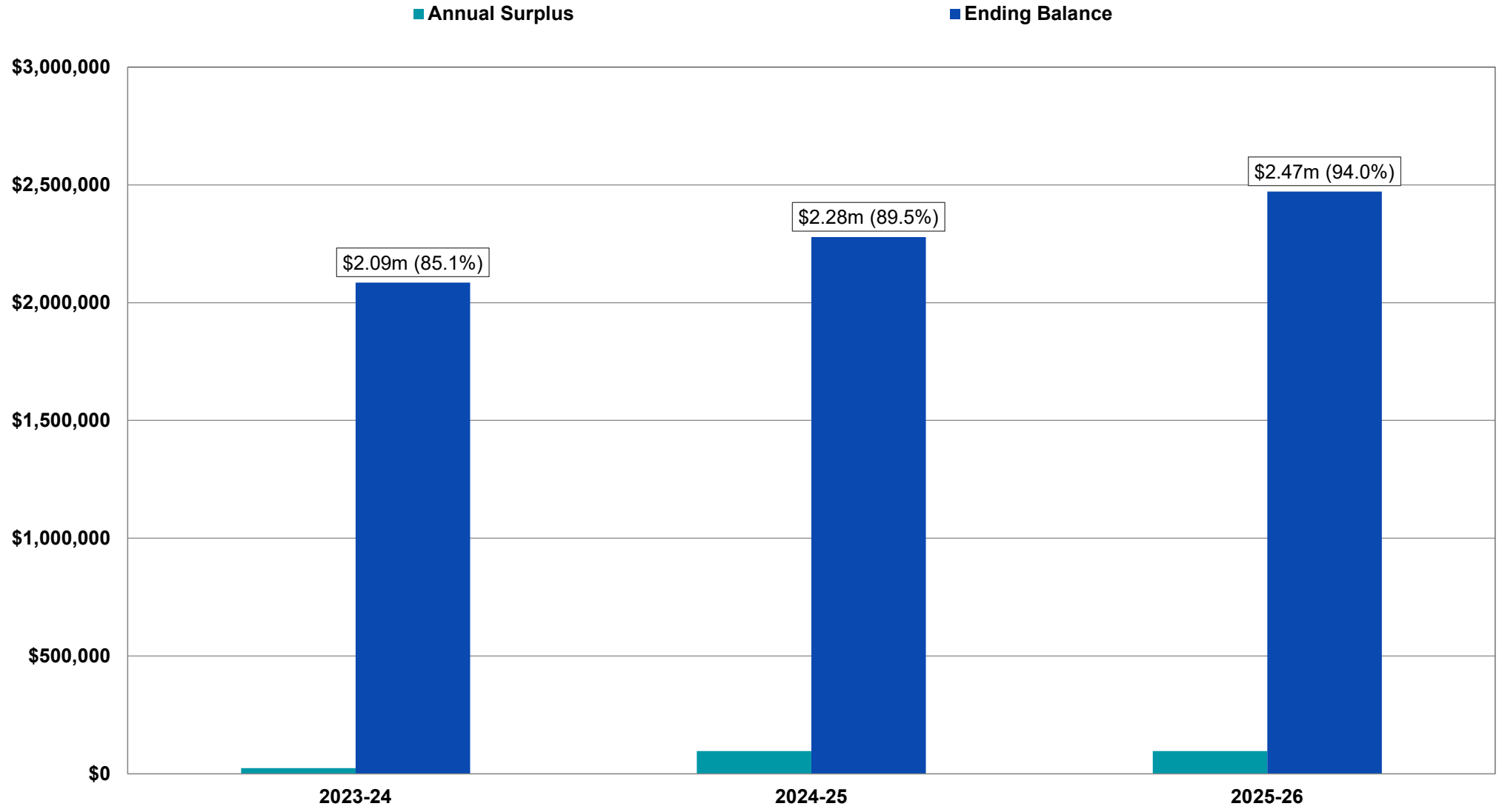
Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday June 8, 2023 at 6:30 PM

Magnolia Science Academy - Adopted Budget & Multiyear Projections

	2023-24 Adopted Budget	2024-25	2025-26
Enrollment	110	140	140
Revenues	\$2,473,074	\$2,642,340	\$2,726,355
Expenditures	\$2,449,274	\$2,545,775	\$2,629,531
Other Adjustments			
Net Deficit/Surplus	\$23,800	\$96,565	\$96,824
Ending Fund Balance	\$2,085,339	\$2,278,469	\$2,472,116

Enrollment projections assumes 27% growth over a 2 year period. Revenue projections include spend down of all one-time monies by 2023/24. No other adjustments necessary if target enrollment is reached in 24/25.

Magnolia Science Academy 6 – Multiyear Projections



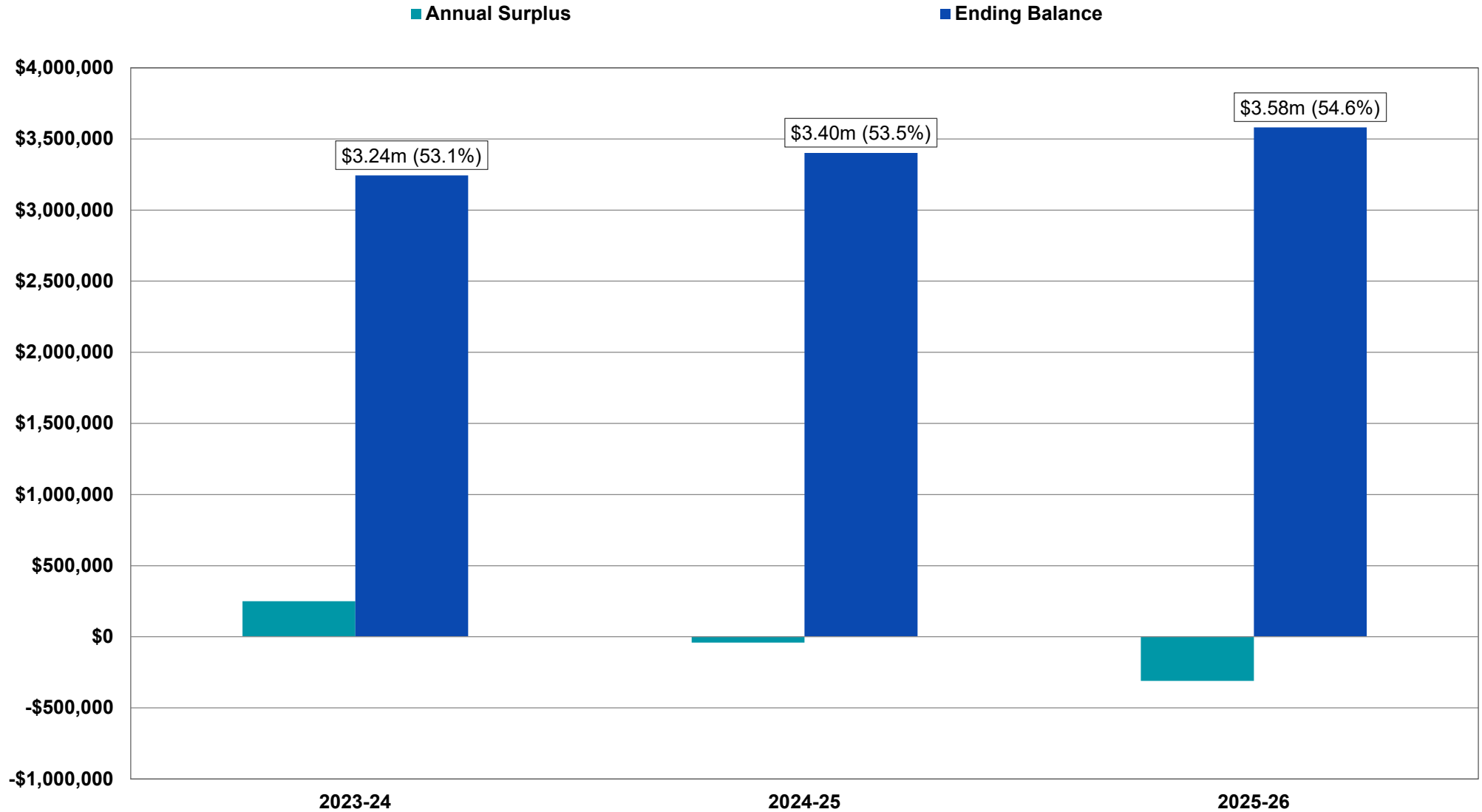
Magnolia Science Academy / - Adopted Budget & Multiyear Projections

Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday June 8, 2023 at 6:30 PM

	2023-24 Adopted Budget	2024-25	2025-26
Enrollment	287	287	287
Revenues	\$6,362,563	\$6,312,622	\$6,252,817
Expenditures	\$6,112,890	\$6,353,738	\$6,562,776
Other Adjustments		(120,000)	(400,000)
Net Deficit/Surplus	\$249,673	\$78,884	\$90,041
Ending Fund Balance	\$3,243,789	\$3,401,557	\$3,581,640

Enrollment projections assumes that enrollment remains flat over a 3 year period. Revenue projections include spend down of all one-time monies by 2024/25. Projected deficits in 24/25 & 25/26 will need to be offset by spending reductions or revenue enhancements; see other adjustments.

Magnolia Science Academy 7 - Multiyear Projections



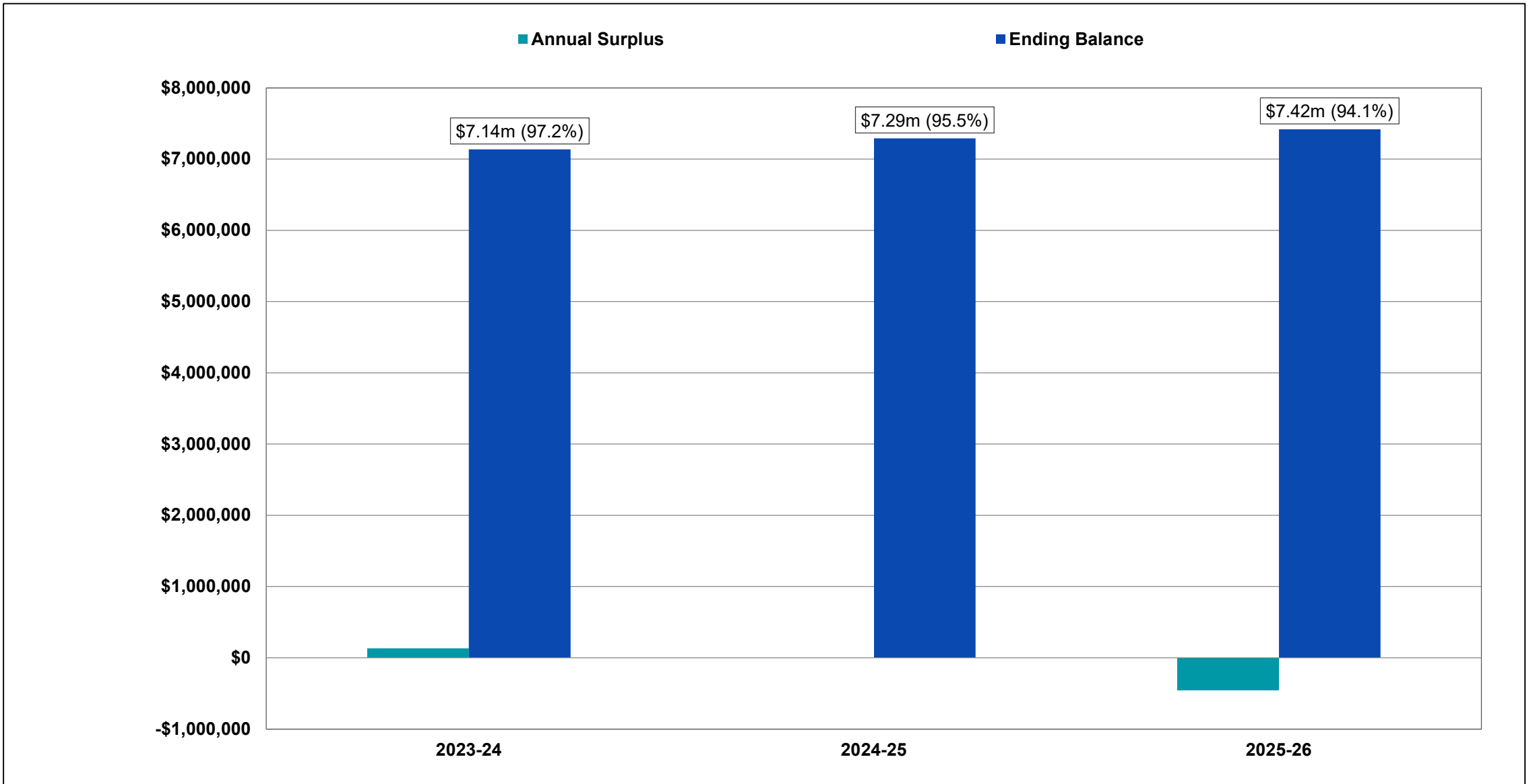
Magnolia Science Academy - Adopted Budget & Multiyear Projections

Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday June 8, 2023 at 6:30 PM

	2023-24 Adopted Budget	2024-25	2025-26
Enrollment	394	420	420
Revenues	\$7,475,569	\$7,633,149	\$7,426,406
Expenditures	\$7,341,857	\$7,631,126	\$7,882,190
Other Adjustments		(75,000)	(520,000)
Net Deficit/Surplus	\$133,712	\$77,023	\$64,216
Ending Fund Balance	\$7,136,266	\$7,290,312	\$7,418,743

Enrollment projections assumes 7% growth over a 2 year period. Revenue projections include spend down of all one-time monies by 2024/25. Projected deficits in 24/25 & 25/26 will need to be offset by spending reductions or revenue enhancements; see other adjustments.

Magnolia Science Academy 8 – Multiyear Projections



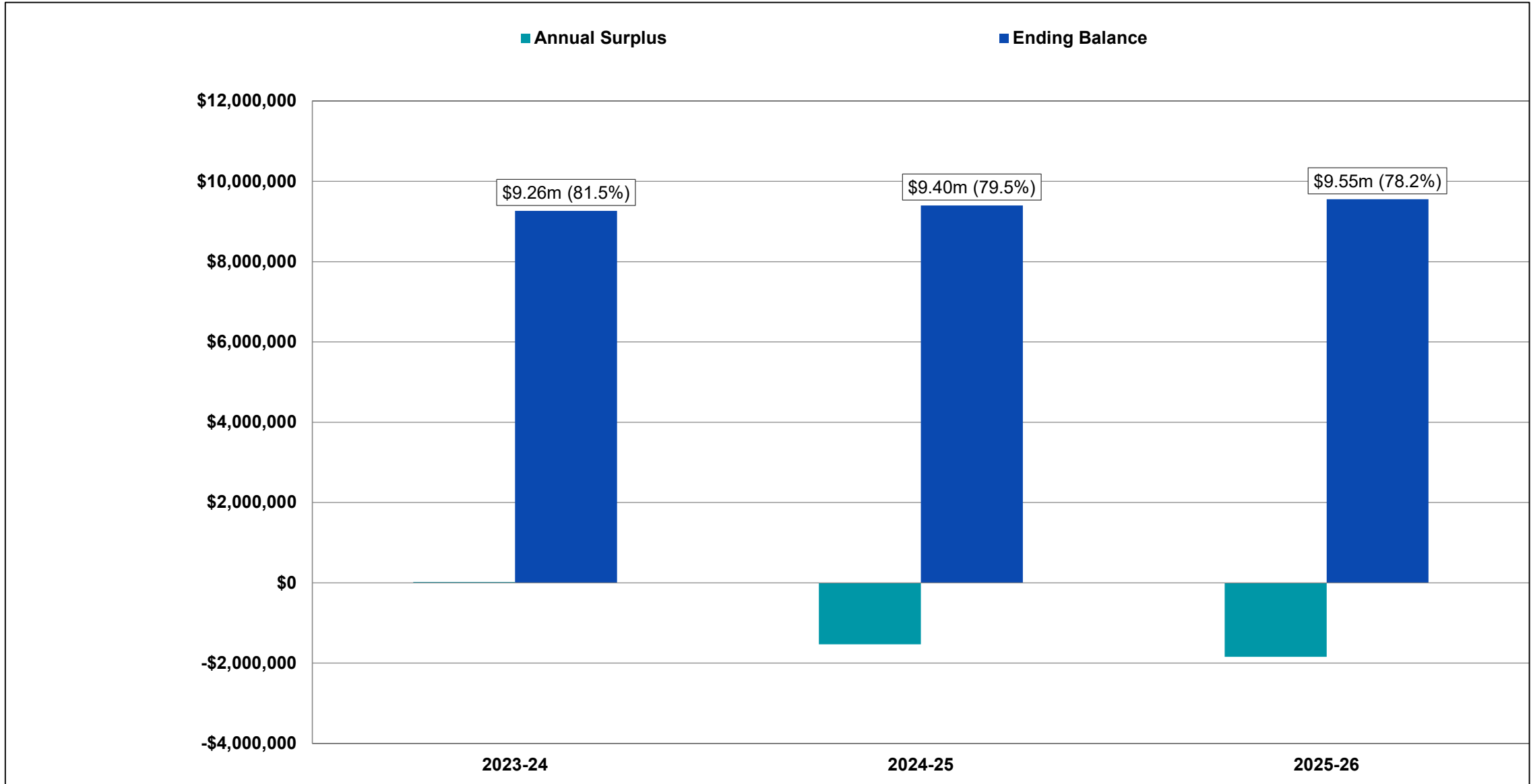
Magnolia Science Academy Santa Ana – Adopted Budget & Multiyear Projections

Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday June 8, 2023 at 6:30 PM

	2023-24 Adopted Budget	2024-25	2025-26
Enrollment	520	520	525
Revenues	\$11,396,220	\$10,288,802	\$10,369,147
Expenditures	\$11,374,243	\$11,822,389	\$12,211,345
Other Adjustments		(1,600,000)	(1,920,000)
Net Deficit/Surplus	\$21,977	\$66,413	\$77,802
Ending Fund Balance	\$9,264,837	\$9,397,663	\$9,553,267

Enrollment projections assumes 1% growth over a 3 year period. Revenue projections include spend down of all one-time monies by 2023/24. Projected deficits in 24/25 & 25/26 will need to be offset by significant spending reductions or revenue enhancements; see other adjustments.

Magnolia Science Academy Santa Ana – Multiyear Projections

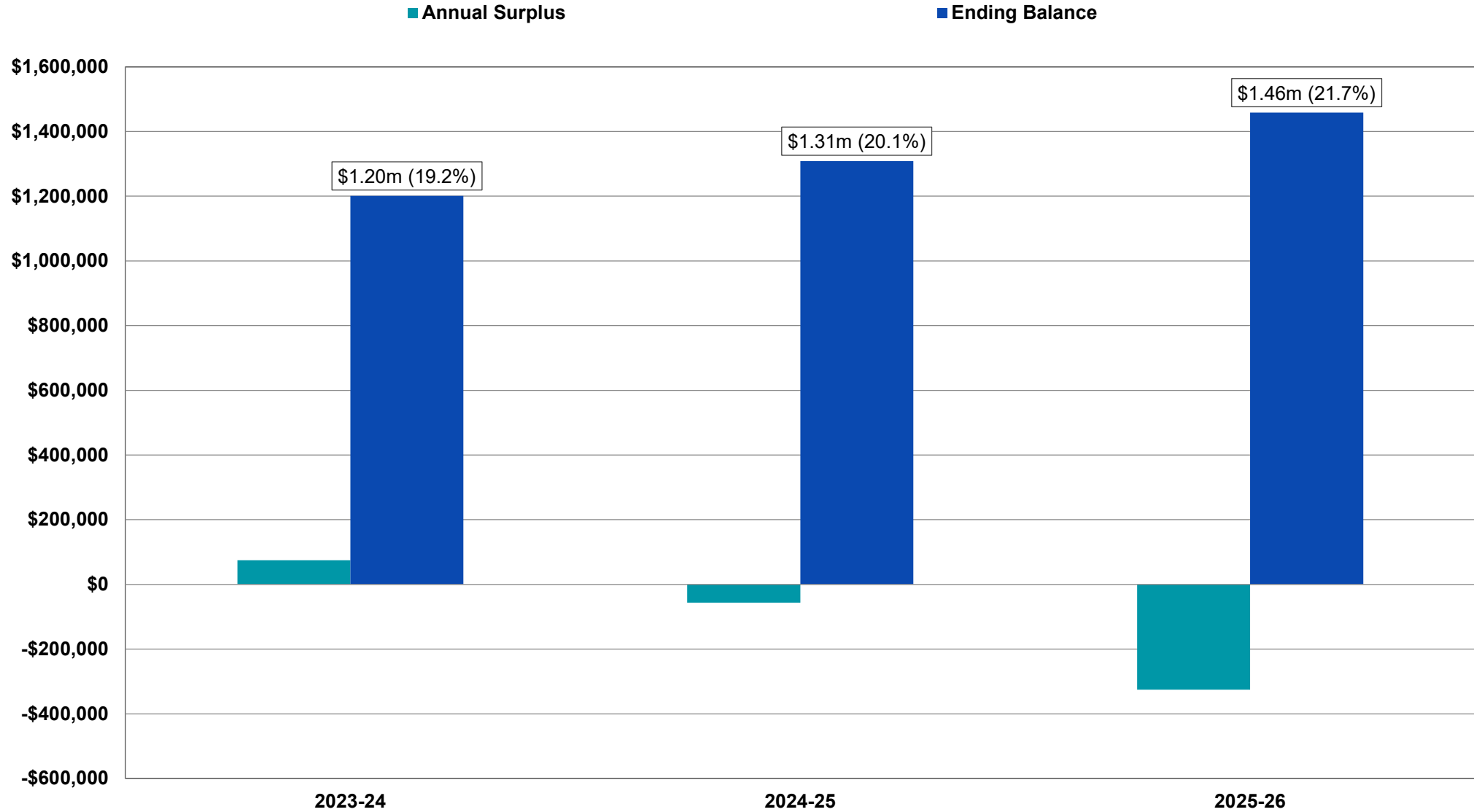


Magnolia Science Academy Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday June 8, 2023 at 6:30 PM - Adopted Budget & Multiyear Projections

	2023-24 Adopted Budget	2024-25	2025-26
Enrollment	430	435	440
Revenues	\$6,330,215	\$6,445,311	\$6,390,596
Expenditures	\$6,255,230	\$6,501,686	\$6,715,592
Other Adjustments		(110,000)	(400,000)
Net Deficit/Surplus	\$74,985	\$53,625	\$75,004
Ending Fund Balance	\$1,201,272	\$1,308,522	\$1,458,531

Enrollment projections assumes 2% growth over a 3 year period. Revenue projections include spend down of all one-time monies by 2023/24. Projected deficits in 24/25 & 25/26 will need to be offset by spending reductions or revenue enhancements; see other adjustments.

Magnolia Science Academy San Diego – Multiyear Projections



Magnolia Educational and Research Foundation– 2023-24 Budget Projections

	2023-23 (2 nd Interim) Projections	2023-24 Adopted Budget	Difference
Revenues	\$6,633,935	\$7,891,287	\$1,257,352
Expenditures	\$6,623,885	\$7,860,276	*\$1,236,391
Net Deficit/Surplus	\$10,050	\$31,011	\$20,961
Ending Fund Balance	\$2,382,334	2,421,875	\$39,541

Revised Home Office budget includes two additional positions funded by CSFP and two positions funded by the Community Schools Program Plan (CCSP) as well as a six percent increase to Home Office employees in 23/24. All CMO fees charged based on schedule. The Home Office has also included one-time expenses for software upgrades to benefit all school sites.

**This does not take into account additional revenue generated from bonding and future grants (ECHS, CYB, PCSGP & Federal CSP).*

Magnolia Educational and Research Foundation- Home Office Budget Detail

	<u>23-24 Budget</u>	<u>Percentage</u>
Revenue		
CMO Fee - MSA-1	1,106,231	14%
CMO Fee - MSA-2	1,106,231	14%
CMO Fee - MSA-3	795,103	10%
CMO Fee - MSA-4	172,849	2%
CMO Fee - MSA-5	207,418	3%
CMO Fee - MSA-6	172,849	2%
CMO Fee - MSA-7	553,115	7%
CMO Fee - MSA-8	795,103	10%
CMO Fee - MSA-SA	1,106,231	14%
CMO Fee - MSA-SD	449,406	6%
ERC	521,750	7%
Other Revenue	905,001	11%
Total Revenue	7,891,287	100%
Expense		
Employee Salaries	4,537,257	58%
Employee Benefits	1,564,586	20%
Books & Supplies	107,250	1%
Services & Other Ope	1,650,324	21%
Capital Outlay & Depi	859	0%
Other Outflows	0	

2023-24 Budget Considerations

Planning Considerations

- Facilities Focus (MSA 2 & 5) – CSFA MSA 5 Award
- Math Adoption in 2023-24
- Community Schools Partnership Program Grant (CCSP)
- Enrollment to ADA continues to be focus

Funding Opportunities

- Early College High School Grant
- CCAP Grant
- Fundraising Dollars

Addressing the Board

*Regular Board Meeting @ Magnolia Science Academy 1

- June 8th at 6:30pm

*Meetings will take place at Magnolia Science Academy 1 located at 18238 Sherman Way, Reseda, CA 91335

Have questions? Contact Jennifer @ 213-628-3634 ext. 100 or jlara@magnoliapublicschools.org



2023-24 July Budget

June 2023 Board Meeting



Executive Summary

Assumptions

The 2023-24 July Budget is based on the latest available information released in the Governor's May Revise. While the State Budget will not be finalized until July, this budget is based on the best known information in accordance with accepted standard projections.

Summary

- Average Daily Attendance is projected at 3,464, which is 160 ADA higher than prior year projections.
- Revenues of \$82,288,900 are up \$6.58 million from 2022-23
- Expenditures of \$80,159,404 are up \$5.64 million from 2022-23
- MPS is projecting a net operating surplus of \$2.13 million, which is up \$931k from 2022-23

MPS' overall cash position remains solid with a projected cash balance of \$36.7 million as of June 30, 2024.



MSA Consolidated	Estimated Actuals	Proposed July Budget	Change From Prior Year
Projected Average Daily Attendance	3,305	3,464	160
SUMMARY			
Revenues			
LCFF Entitlement	44,530,436	51,026,425	6,495,989
Federal Revenues	5,566,156	2,905,801	(2,660,356)
Other State Revenues	17,515,963	12,587,581	(4,928,383)
Other Local Revenues	8,099,949	15,769,093	7,669,144
Total Revenues	75,712,505	82,288,900	6,576,395
Expenditures			
Salaries & Benefits	44,757,031	49,442,391	4,685,360
Books and Supplies	3,441,576	3,820,284	378,707
Services and Operating Exp.	23,538,518	24,020,954	482,436
Depreciation & Cap Outlay	2,220,154	2,286,767	66,613
Other Outflows	556,517	589,008	32,491
Total Expenditures	74,513,797	80,159,404	5,645,607
Net Revenues	1,198,708	2,129,495	930,787
Audited Beginning Balance (July 1)	45,784,870	46,983,578	
Net Revenues	1,198,708	2,129,495	
Ending Balance (June 30)	46,983,578	49,113,073	
Components of Fund Balance			
Available For Econ. Uncertainties	38,308,110	34,400,670	42.9% of Exp.
Restricted Fund Balances	946,443	1,030,237	1.3% of Exp.
Net Fixed Assets	7,729,025	13,475,200	16.8% of Exp.
Ending Fund Balance	46,983,578	48,906,107	61.0% of Exp.

2022-23	Estimated	Proposed	Variance From	Variance as %

CONSOLIDATED

REVENUE

LCFF Entitlement

8011	State Aid	26,615,632	31,119,477	4,503,845	17%
8012	EPA Entitlement	7,219,051	8,766,060	1,547,009	21%
8019	Prior Year Adjustments	-	-	-	0%
8096	InLieuPropTaxes	10,695,753	11,140,888	445,135	4%
SUBTOTAL - LCFF Entitlement		44,530,436	51,026,425	6,495,989	15%

Federal Revenue

8181	SpEd - Revenue	536,990	387,913	(149,077)	-28%
8220	SchLunchFederal	-	-	-	0%
8285	SpEd - Revenue	-	206,966	206,966	0%
8290	All Other Federal Revenue	-	206,966	206,966	0%
8295	Prior Year Adjustments (Fed Rev)	5,029,166	2,103,956	(2,925,210)	-58%
SUBTOTAL - Federal Revenue		5,566,156	2,905,801	(2,660,356)	-48%

Other State Revenue

8311	SpEd Revenue	2,009,263	2,258,080	248,817	12%
8520	SchoolNutrState	-	-	-	0%
8550	MandCstReimburs	99,049	110,686	11,637	12%
8560	StateLotteryRev	808,741	821,034	12,293	2%
8590	AllOthStateRev	14,598,910	9,397,780	(5,201,131)	-36%
8595	Prior Year Adjustments (Other State Rev)	-	-	-	0%
SUBTOTAL - Other State Revenue		17,515,963	12,587,581	(4,928,383)	-28%

Local Revenue

8600	Other Local Rev	324,903	25,002	(299,901)	-92%
8660	Interest	24,000	24,000	-	0%
8698	OthRev-Suspense	-	-	-	0%
8701	CMO Fee - MSA-1	1,201,574	1,106,231	(95,343)	-8%
8702	CMO Fee - MSA-2	1,201,574	1,106,231	(95,343)	-8%
8703	CMO Fee - MSA-3	863,631	795,103	(68,528)	-8%
8704	CMO Fee - MSA-4	172,726	172,849	123	0%
8705	CMO Fee - MSA-5	225,295	207,418	(17,877)	-8%
8706	CMO Fee - MSA-6	247,825	172,849	(74,976)	-30%
8707	CMO Fee - MSA-7	225,295	553,115	327,820	146%
8708	CMO Fee - MSA-8	863,631	795,103	(68,528)	-8%
8709	CMO Fee - MSA-SA	750,984	1,106,231	355,247	47%
8712	CMO Fee - MSA-SD	450,590	449,406	(1,184)	0%
8690	Prior Year Adj (Local1)	-	-	-	0%
8677	SpEd Revenue	-	746,295	746,295	0%
8699	Other Revenue	1,309,488	8,247,827	6,938,339	530%
8999	Misc Revenue (Suspense)	2,000	2,000	-	0%
SUBTOTAL - Local Revenue		5,511,660	7,646,144	2,134,484	39%



CONSOLIDATED		2022-23			Variance as %
		Estimated Actuals	Proposed July Budget	Variance From Prior Year	
Fundraising & Grants					
8802	Donations - Private	67,418	67,418	-	0%
8803	Fundraising	167,015	190,015	23,000	14%
SUBTOTAL - Fundraising & Grants		234,433	257,433	23,000	10%
TOTAL REVENUE		75,712,505	82,288,900	6,576,395	9%
EXPENSES					
Certificated Salaries					
1100	TeacherSalaries	16,821,013	18,296,781	1,475,768	9%
1200	Cert Aid	1,639,088	1,837,555	198,466	12%
1300	Cert Adminis	4,099,053	4,141,606	42,553	1%
SUBTOTAL - Certificated Salaries		22,559,155	24,275,942	1,716,787	8%
Classified Salaries					
2100	Instructional Aides	2,181,969	2,441,951	259,982	12%
2200	Classified Support	2,486,565	2,672,227	185,662	7%
2300	Classified Admin	-	-	-	0%
2400	Clerical & Tech	5,893,487	6,949,754	1,056,268	18%
2900	OtherClassStaff	-	-	-	0%
SUBTOTAL - Classified Salaries		10,562,020	12,063,932	1,501,912	14%
Employee Benefits					
3101	STRS-Certified	3,581,552	3,871,147	289,595	8%
3102	STRS-Classified	885,359	954,079	68,720	8%
3201	PERS-Cert	596,959	780,290	183,331	31%
3202	PERS-Classified	752,496	934,903	182,407	24%
3301	OASDI/Med-Cert	453,089	505,738	52,650	12%
3302	OASDI/Med-Class	420,353	510,745	90,392	22%
3401	HlthWelfareCert	2,965,204	3,848,090	882,886	30%
3402	HlthWelfareCert	1,372,245	963,619	(408,626)	-30%
3501	UI-Certificated	88,891	115,100	26,209	29%
3502	UI-Classified	32,927	42,978	10,051	31%
3601	WorkersCmp-Cert	212,984	295,970	82,986	39%
3602	WorkersCmp-Class	191,785	121,684	(70,101)	-37%
3701	Other Retirement-Cert	-	-	-	0%
3901	OthBenes-Cert	-	-	-	0%
3902	OthBenes-Class	82,012	158,173	76,161	93%
SUBTOTAL - Employee Benefits		13,102,517	13,102,517	1,466,661	13%



2023-24 July Budget		Annual Budget			
CONSOLIDATED		2022-23	Proposed	Variance From	Variance as %
		Estimated Actuals	July Budget	Prior Year	
Books & Supplies					
4100	Text&CoreCurric	537,598	811,898	274,300	51%
4200	BooksOthRefMats	33,000	33,850	850	3%
4300	Materials and Supplies	79,840	16,000	(63,840)	-80%
4310	Ins Mats & Sups	201,248	199,426	(1,822)	-1%
4315	OthrSupplies	33,500	33,890	390	1%
4320	Office Supplies	219,000	242,520	23,520	11%
4325	ProfDevMat&Sups	-	-	-	0%
4326	Arts&MusicSupps	57,300	58,838	1,538	3%
4335	PE Supplies	104,500	82,350	(22,150)	-21%
4340	Educat Software	541,106	613,786	72,679	13%
4345	NonInstStdntSup	441,150	478,406	37,256	8%
4346	TeacherSupplies	34,500	35,900	1,400	4%
4350	Cust. Supplies	176,000	164,360	(11,640)	-7%
4351	Yearbook	3,000	1,000	(2,000)	-67%
4390	Uniforms	151,000	155,860	4,860	3%
4400	NonCapEquip-Gen	353,391	198,031	(155,360)	-44%
4410	ClssrmFrnEqp<5k	20,500	21,290	790	4%
4430	OfficeFurnEqp<5k	20,500	21,020	520	3%
4440	Computers <\$5k	117,000	368,370	251,370	215%
4461	Fixed Asset Susp (Imp)	-	-	-	0%
4464	Equipment (Pre-Cap)	27,000	27,900	900	3%
4710	Food	121,000	67,700	(53,300)	-44%
4720	Food:Other Food	167,500	185,880	18,380	11%
4990	Prior Year Adj (Mat'ls)	-	-	-	0%
4999	Misc Expenditure (Suspense)	1,943	2,008	65	3%
SUBTOTAL - Books and Supplies		3,441,576	3,820,284	378,707	11%

2022-23 CONSOLIDATED	Estimated	Proposed	Variance From	
	Actuals	July Budget	Prior Year	Variance as %
Services & Other Operating Expenses				
5101 CMO Fees	6,203,128	6,464,536	261,408	4%
5200 Travel - General	3,000	3,120	120	4%
5205 Conference Fees	27,000	27,440	120	4%
5210 MilesParkTolls	34,000	34,350	440	2%
5215 TravConferences	-	-	350	1%
5220 TraLodging	29,000	32,130	-	0%
5300 DuesMemberships	135,500	143,480	3,130	11%
5450 Other Insurance	659,096	747,460	7,980	6%
5500 OpsHousekeeping	651,540	572,536	88,363	13%
5510 Gas & Electric	317,500	372,890	(79,004)	-12%
5610 Rent & Leases	3,948,319	4,111,026	55,390	17%
5620 EquipmentLeases	225,400	230,732	162,706	4%
5630 Reps&MaintBldng	1,001,733	580,793	5,332	2%
5800 ProfessServices	2,306,975	2,622,808	(420,940)	-42%
5810 Legal	345,500	303,600	315,834	14%
5813 SchPrgAftSchool	701,766	740,664	(41,900)	-12%
5814 SchPrgAcadComps	17,000	17,330	38,898	6%
5819 SchlProgs-Other	935,506	896,196	330	2%
5820 Audit & CPA	105,000	108,390	(39,310)	-4%
5825 DMSBusinessSvcs	592,000	772,000	3,390	3%
5835 Field Trips	313,085	285,270	180,000	30%
5836 FieldTrip Trans	401,000	361,860	(27,815)	-9%
5840 MarkngStdtRecrt	336,000	275,930	(39,140)	-10%
5850 Oversight Fees	463,682	510,264	(60,070)	-18%
5857 Payroll Fees	198,000	215,540	46,583	10%
5860 Service Fees	42,500	43,790	17,540	9%
5861 Prior Year Services	-	-	1,290	3%
5863 Prof Developmnt	224,708	220,014	-	0%
5864 Prof Dev-Other	254,130	260,090	(4,694)	-2%
5865 Professional Development LLM	-	-	5,960	2%
5869 SpEd Ctrct Inst	1,218,801	1,273,899	-	0%
5870 Livescan	8,950	9,294	55,098	5%
5872 SPED Fees (incl Encroachment)	150,439	159,144	344	4%
5875 Staff Recruiting	3,500	3,500	8,705	6%
5884 Substitutes	905,000	794,400	-	0%
5890 OthSvcsNon-Inst	500	530	(110,600)	-12%
5900 Communications	43,950	45,160	30	6%
5910 Communications 2	-	-	1,210	3%
5920 TelecomInternet	325,000	345,940	-	0%
5930 PostageDelivery	62,500	63,640	20,940	6%
5940 Technology	347,810	371,207	1,140	2%
5990 Prior Year Adj (Services)	-	-	23,397	7%
SUBTOTAL - Services & Other Operating Exp.	20,550,910	24,020,954	482,556	2%



2023-24 July Budget		Annual Budget			
CONSOLIDATED		2022-23	Proposed	Variance From	
		Estimated Actuals	July Budget	Prior Year	Variance as %
Capital Outlay & Depreciation					
6400	EquipFixed	-	-	-	0%
6900	Depreciation	2,220,154	2,286,767	66,613	3%
SUBTOTAL - Capital Outlay & Depreciation		2,220,154	2,286,767	66,613	3%
Other Outflows					
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	0%
7310	Indirect Costs	-	-	-	0%
7438	InterestExpense	556,517	589,008	32,491	6%
SUBTOTAL - Other Outflows		556,517	589,008	32,491	6%
TOTAL EXPENSES		74,513,797	80,159,404	5,645,727	8%



2023-24 JULY BUDGET - BY SITE

	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF	TOTAL
Enrollment	700	530	400	120	239	110	287	394	520	430		3,730
Attendance	651.00	492.90	368.00	110.40	217.49	101.20	266.91	362.48	494.00	399.90		3,464.28
Revenue												
LCFF Entitlement	10,146,335	7,565,871	5,288,556	1,957,765	3,435,411	1,510,472	3,983,533	5,109,897	7,596,400	4,432,185	-	51,026,425
Federal Revenue	532,161	296,498	234,404	94,566	468,526	119,229	191,829	291,209	330,571	139,843	-	2,698,835
Other State Revenues	2,535,751	1,301,492	1,171,276	298,733	901,003	512,860	1,423,724	973,495	2,377,327	1,091,920	-	12,587,581
Other Local Revenues	1,420,582	812,247	808,978	372,804	510,046	330,513	763,478	1,100,968	1,091,922	666,267	7,891,287	15,769,093
Total Revenue	14,634,829	9,976,107	7,503,214	2,723,868	5,314,986	2,473,074	6,362,563	7,475,569	11,396,220	6,330,215	7,891,287	82,081,934
Expenses												
Certificated Salaries	4,405,535	3,096,317	2,714,222	1,124,085	1,812,730	893,930	1,719,036	2,640,348	3,697,276	2,172,463	-	24,275,942
Classified Salaries	1,580,283	971,277	761,774	214,910	606,127	227,041	749,123	806,335	1,186,085	423,719	4,537,257	12,063,932
Benefits	2,087,296	1,476,132	1,331,755	491,906	891,883	400,436	826,504	1,194,867	1,904,259	932,892	1,564,586	13,102,517
Books and Supplies	936,115	670,997	276,014	92,965	235,185	79,652	227,318	455,404	432,701	306,684	107,250	3,820,284
Services and Operations	4,761,909	2,887,016	2,156,797	707,162	1,479,431	813,242	2,461,500	2,029,504	2,716,915	2,357,155	1,650,324	24,020,954
Depreciation / Cap Outlay	592,048	135,790	126,142	37,940	88,888	34,973	129,410	215,400	866,180	59,137	859	2,286,767
Other Outflows	15,000	-	-	-	-	-	-	-	570,828	3,180	-	589,008
Total Expenses	14,378,187	9,237,528	7,366,704	2,668,968	5,114,244	2,449,274	6,112,891	7,341,857	11,374,244	6,255,230	7,860,276	80,159,404
Net Revenue	256,643	738,579	136,510	54,899	200,742	23,799	249,672	133,712	21,976	74,985	31,011	1,922,529
Fund Balance												
Beginning Balance	10,107,884	4,630,397	2,230,448	1,240,141	3,975,066	2,061,539	2,994,116	7,002,554	9,242,860	1,126,287	2,372,284	46,983,578
Net Revenue	256,643	738,579	136,510	54,899	200,742	23,799	249,672	133,712	21,976	74,985	31,011	1,922,529
Projected Ending Balance	10,364,527	5,368,976	2,366,958	1,295,041	4,175,808	2,085,338	3,243,788	7,136,266	9,264,836	1,201,272	2,403,296	48,906,107
Ending Bal. as % of Exp.:	72.1%	58.1%	32.1%	48.5%	81.7%	85.1%	53.1%	97.2%	81.5%	19.2%	30.6%	61.0%





QUESTIONS & COMMENTS



2023-24 JULY BUDGET - BY SITE

	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF	TOTAL
Enrollment	700	530	400	120	239	110	287	394	520	430		3,730
Attendance	651.00	492.90	368.00	110.40	217.49	101.20	266.91	362.48	494.00	399.90		3,464.28
Revenue												
LCFF Entitlement	10,146,335	7,565,871	5,288,556	1,957,765	3,435,411	1,510,472	3,983,533	5,109,897	7,596,400	4,432,185	-	51,026,425
Federal Revenue	532,161	296,498	234,404	94,566	468,526	119,229	191,829	291,209	330,571	139,843	-	2,698,835
Other State Revenues	2,535,751	1,301,492	1,171,276	298,733	901,003	512,860	1,423,724	973,495	2,377,327	1,091,920	-	12,587,581
Other Local Revenues	1,420,582	812,247	808,978	372,804	510,046	330,513	763,478	1,100,968	1,091,922	666,267	7,891,287	15,769,093
Total Revenue	14,634,829	9,976,107	7,503,214	2,723,868	5,314,986	2,473,074	6,362,563	7,475,569	11,396,220	6,330,215	7,891,287	82,081,934
Expenses												
Certificated Salaries	4,405,535	3,096,317	2,714,222	1,124,085	1,812,730	893,930	1,719,036	2,640,348	3,697,276	2,172,463	-	24,275,942
Classified Salaries	1,580,283	971,277	761,774	214,910	606,127	227,041	749,123	806,335	1,186,085	423,719	4,537,257	12,063,932
Benefits	2,087,296	1,476,132	1,331,755	491,906	891,883	400,436	826,504	1,194,867	1,904,259	932,892	1,564,586	13,102,517
Books and Supplies	936,115	670,997	276,014	92,965	235,185	79,652	227,318	455,404	432,701	306,684	107,250	3,820,284
Services and Operations	4,761,909	2,887,016	2,156,797	707,162	1,479,431	813,242	2,461,500	2,029,504	2,716,915	2,357,155	1,650,324	24,020,954
Depreciation / Cap Outlay	592,048	135,790	126,142	37,940	88,888	34,973	129,410	215,400	866,180	59,137	859	2,286,767
Other Outflows	15,000	-	-	-	-	-	-	-	570,828	3,180	-	589,008
Total Expenses	14,378,187	9,237,528	7,366,704	2,668,968	5,114,244	2,449,274	6,112,891	7,341,857	11,374,244	6,255,230	7,860,276	80,159,404
Net Revenue	256,643	738,579	136,510	54,899	200,742	23,799	249,672	133,712	21,976	74,985	31,011	1,922,529
Fund Balance												
Beginning Balance	10,107,884	4,630,397	2,230,448	1,240,141	3,975,066	2,061,539	2,994,116	7,002,554	9,242,860	1,126,287	2,372,284	46,983,578
Net Revenue	256,643	738,579	136,510	54,899	200,742	23,799	249,672	133,712	21,976	74,985	31,011	1,922,529
Projected Ending Balance	10,364,527	5,368,976	2,366,958	1,295,041	4,175,808	2,085,338	3,243,788	7,136,266	9,264,836	1,201,272	2,403,296	48,906,107
Ending Bal. as % of Exp.:	72.1%	58.1%	32.1%	48.5%	81.7%	85.1%	53.1%	97.2%	81.5%	19.2%	30.6%	61.0%

2023-24 July Budget		Annual Budget		
CONSOLIDATED	2022-23	Proposed	Variance From	Variance as %
	Estimated Actuals	July Budget	Prior Year	
Projected Average Daily Attendance:	3,305	3,464	160	
SUMMARY				
Revenue				
LCFF Entitlement	44,530,436	51,026,425	6,495,989	15%
Federal Revenue	5,566,156	2,905,801	(2,660,356)	-48%
Other State Revenues	17,515,963	12,587,581	(4,928,383)	-28%
Other Local Revenues	8,099,949	15,769,093	7,669,144	95%
Total Revenue	75,712,505	82,288,900	6,576,395	9%
Expenditures				
Certificated Salaries	22,559,155	24,275,942	1,716,787	8%
Classified Salaries	10,562,020	12,063,932	1,501,912	14%
Benefits	11,635,856	13,102,517	1,466,661	13%
Books and Supplies	3,441,576	3,820,284	378,707	11%
Services and Operating Exp.	23,538,518	24,020,954	482,556	2%
Depreciation & Cap Outlay	2,220,154	2,286,767	66,613	3%
Other Outflows	556,517	589,008	32,491	6%
Total Expenditures	74,513,797	80,159,404	5,645,727	8%
Net Revenues	1,198,708	2,129,495	930,667	
Fund Balance				
Beginning Balance (Audited)	45,784,870	46,983,578		
Net Revenues	1,198,708	2,129,495		
Ending Fund Balance	46,983,578	49,113,073		
Components of Fund Bal.				
Available For Econ. Uncert.		34,400,670	42.9% of Expenditures	
Restricted Balances (Est.)		1,030,237	1.3% of Expenditures	
Net Fixed Assets		13,475,200	16.8% of Expenditures	
Ending Fund Balance		49,113,073	61.3% of Expenditures	



2023-24 July Budget		Annual Budget			
CONSOLIDATED		2022-23	Proposed	Variance From	Variance as %
		Estimated Actuals	July Budget	Prior Year	
REVENUE					
LCFF Entitlement					
8011	State Aid	26,615,632	31,119,477	4,503,845	17%
8012	EPA Entitlement	7,219,051	8,766,060	1,547,009	21%
8019	Prior Year Adjustments	-	-	-	0%
8096	InLieuPropTaxes	10,695,753	11,140,888	445,135	4%
SUBTOTAL - LCFF Entitlement		44,530,436	51,026,425	6,495,989	15%
Federal Revenue					
8181	SpEd - Revenue	536,990	387,913	(149,077)	-28%
8220	SchLunchFederal	-	-	-	0%
8285	SpEd - Revenue	-	206,966	206,966	0%
8290	All Other Federal Revenue	-	206,966	206,966	0%
8295	Prior Year Adjustments (Fed Rev)	5,029,166	2,103,956	(2,925,210)	-58%
SUBTOTAL - Federal Revenue		5,566,156	2,905,801	(2,660,356)	-48%
Other State Revenue					
8311	SpEd Revenue	2,009,263	2,258,080	248,817	12%
8520	SchoolNutrState	-	-	-	0%
8550	MandCstReimburs	99,049	110,686	11,637	12%
8560	StateLotteryRev	808,741	821,034	12,293	2%
8590	AllOthStateRev	14,598,910	9,397,780	(5,201,131)	-36%
8595	Prior Year Adjustments (Other State Rev)	-	-	-	0%
SUBTOTAL - Other State Revenue		17,515,963	12,587,581	(4,928,383)	-28%
Local Revenue					
8600	Other Local Rev	324,903	25,002	(299,901)	-92%
8660	Interest	24,000	24,000	-	0%
8698	OthRev-Suspense	-	-	-	0%
8701	CMO Fee - MSA-1	1,201,574	1,106,231	(95,343)	-8%
8702	CMO Fee - MSA-2	1,201,574	1,106,231	(95,343)	-8%
8703	CMO Fee - MSA-3	863,631	795,103	(68,528)	-8%
8704	CMO Fee - MSA-4	172,726	172,849	123	0%
8705	CMO Fee - MSA-5	225,295	207,418	(17,877)	-8%
8706	CMO Fee - MSA-6	247,825	172,849	(74,976)	-30%
8707	CMO Fee - MSA-7	225,295	553,115	327,820	146%
8708	CMO Fee - MSA-8	863,631	795,103	(68,528)	-8%
8709	CMO Fee - MSA-SA	750,984	1,106,231	355,247	47%
8712	CMO Fee - MSA-SD	450,590	449,406	(1,184)	0%
8690	Prior Year Adj (Local1)	-	-	-	0%
8677	SpEd Revenue	-	746,295	746,295	0%
8699	Other Revenue	1,309,488	8,247,827	6,938,339	530%
8999	Misc Revenue (Suspense)	2,000	2,000	-	0%
SUBTOTAL - Local Revenue		7,865,516	15,511,660	7,646,144	97%

2023-24 July Budget		Annual Budget			
CONSOLIDATED		2022-23	Proposed	Variance From	Variance as %
		Estimated Actuals	July Budget	Prior Year	
Fundraising & Grants					
8802	Donations - Private	67,418	67,418	-	0%
8803	Fundraising	167,015	190,015	23,000	14%
SUBTOTAL - Fundraising & Grants		234,433	257,433	23,000	10%
TOTAL REVENUE		75,712,505	82,288,900	6,576,395	9%
EXPENSES					
Certificated Salaries					
1100	TeacherSalaries	16,821,013	18,296,781	1,475,768	9%
1200	Cert Aid	1,639,088	1,837,555	198,466	12%
1300	Cert Adminis	4,099,053	4,141,606	42,553	1%
SUBTOTAL - Certificated Salaries		22,559,155	24,275,942	1,716,787	8%
Classified Salaries					
2100	Instructional Aides	2,181,969	2,441,951	259,982	12%
2200	Classified Support	2,486,565	2,672,227	185,662	7%
2300	Classified Admin	-	-	-	0%
2400	Clerical & Tech	5,893,487	6,949,754	1,056,268	18%
2900	OtherClassStaff	-	-	-	0%
SUBTOTAL - Classified Salaries		10,562,020	12,063,932	1,501,912	14%
Employee Benefits					
3101	STRS-Certified	3,581,552	3,871,147	289,595	8%
3102	STRS-Classified	885,359	954,079	68,720	8%
3201	PERS-Cert	596,959	780,290	183,331	31%
3202	PERS-Classified	752,496	934,903	182,407	24%
3301	OASDI/Med-Cert	453,089	505,738	52,650	12%
3302	OASDI/Med-Class	420,353	510,745	90,392	22%
3401	HlthWelfareCert	2,965,204	3,848,090	882,886	30%
3402	HlthWelfareCert	1,372,245	963,619	(408,626)	-30%
3501	UI-Certificated	88,891	115,100	26,209	29%
3502	UI-Classified	32,927	42,978	10,051	31%
3601	WorkersCmp-Cert	212,984	295,970	82,986	39%
3602	WorkersCmp-Class	191,785	121,684	(70,101)	-37%
3701	Other Retirement-Cert	-	-	-	0%
3901	OthBenes-Cert	-	-	-	0%
3902	OthBenes-Class	82,012	158,173	76,161	93%
SUBTOTAL - Employee Benefits		11,635,856	13,102,517	1,466,661	13%

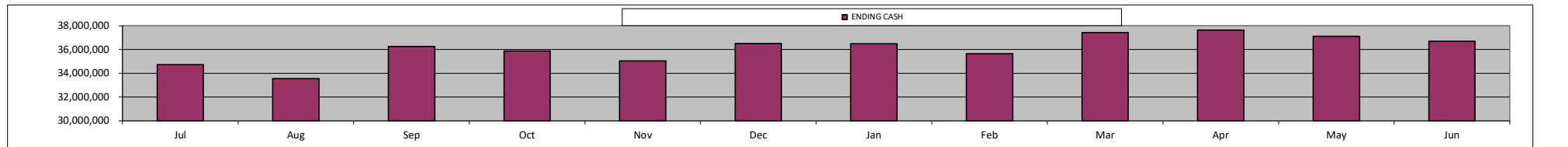
2023-24 July Budget		Annual Budget			
CONSOLIDATED		2022-23	Proposed	Variance From	Variance as %
		Estimated Actuals	July Budget	Prior Year	
Books & Supplies					
4100	Text&CoreCurric	537,598	811,898	274,300	51%
4200	BooksOthRefMats	33,000	33,850	850	3%
4300	Materials and Supplies	79,840	16,000	(63,840)	-80%
4310	Ins Mats & Sups	201,248	199,426	(1,822)	-1%
4315	OthrSupplies	33,500	33,890	390	1%
4320	Office Supplies	219,000	242,520	23,520	11%
4325	ProfDevMat&Sups	-	-	-	0%
4326	Arts&MusicSupps	57,300	58,838	1,538	3%
4335	PE Supplies	104,500	82,350	(22,150)	-21%
4340	Educat Software	541,106	613,786	72,679	13%
4345	NonInstStdntSup	441,150	478,406	37,256	8%
4346	TeacherSupplies	34,500	35,900	1,400	4%
4350	Cust. Supplies	176,000	164,360	(11,640)	-7%
4351	Yearbook	3,000	1,000	(2,000)	-67%
4390	Uniforms	151,000	155,860	4,860	3%
4400	NonCapEquip-Gen	353,391	198,031	(155,360)	-44%
4410	ClssrmFrnEqp<5k	20,500	21,290	790	4%
4430	OffceFurnEqp<5k	20,500	21,020	520	3%
4440	Computers <\$5k	117,000	368,370	251,370	215%
4461	Fixed Asset Susp (Imp)	-	-	-	0%
4464	Equipment (Pre-Cap)	27,000	27,900	900	3%
4710	Food	121,000	67,700	(53,300)	-44%
4720	Food:Other Food	167,500	185,880	18,380	11%
4990	Prior Year Adj (Mat'ls)	-	-	-	0%
4999	Misc Expenditure (Suspense)	1,943	2,008	65	3%
SUBTOTAL - Books and Supplies		3,441,576	3,820,284	378,707	11%

2023-24 July Budget		Annual Budget			
CONSOLIDATED		2022-23	Proposed	Variance From	Variance as %
		Estimated Actuals	July Budget	Prior Year	
Services & Other Operating Expenses					
5101	CMO Fees	6,203,128	6,464,536	261,408	4%
5200	Travel - General	3,000	3,120	120	4%
5205	Conference Fees	27,000	27,440	120	4%
5210	MilesParkTolls	34,000	34,350	440	2%
5215	TravConferences	-	-	350	1%
5220	TraLodging	29,000	32,130	-	0%
5300	DuesMemberships	135,500	143,480	3,130	11%
5450	Other Insurance	659,096	747,460	7,980	6%
5500	OpsHousekeeping	651,540	572,536	88,363	13%
5510	Gas & Electric	317,500	372,890	(79,004)	-12%
5610	Rent & Leases	3,948,319	4,111,026	55,390	17%
5620	EquipmentLeases	225,400	230,732	162,706	4%
5630	Reps&MaintBldng	1,001,733	580,793	5,332	2%
5800	ProfessServices	2,306,975	2,622,808	(420,940)	-42%
5810	Legal	345,500	303,600	315,834	14%
5813	SchPrgAftSchool	701,766	740,664	(41,900)	-12%
5814	SchPrgAcadComps	17,000	17,330	38,898	6%
5819	SchIProgs-Other	935,506	896,196	330	2%
5820	Audit & CPA	105,000	108,390	(39,310)	-4%
5825	DMSBusiness Svcs	592,000	772,000	3,390	3%
5835	Field Trips	313,085	285,270	180,000	30%
5836	FieldTrip Trans	401,000	361,860	(27,815)	-9%
5840	MarkngStdtRecrt	336,000	275,930	(39,140)	-10%
5850	Oversight Fees	463,682	510,264	(60,070)	-18%
5857	Payroll Fees	198,000	215,540	46,583	10%
5860	Service Fees	42,500	43,790	17,540	9%
5861	Prior Year Services	-	-	1,290	3%
5863	Prof Developmnt	224,708	220,014	-	0%
5864	Prof Dev-Other	254,130	260,090	(4,694)	-2%
5865	Professional Development LLM	-	-	5,960	2%
5869	SpEd Ctrct Inst	1,218,801	1,273,899	-	0%
5870	Livescan	8,950	9,294	55,098	5%
5872	SPED Fees (incl Encroachment)	150,439	159,144	344	4%
5875	Staff Recruiting	3,500	3,500	8,705	6%
5884	Substitutes	905,000	794,400	-	0%
5890	Oth Svcs Non-Inst	500	530	(110,600)	-12%
5900	Communications	43,950	45,160	30	6%
5910	Communications 2	-	-	1,210	3%
5920	Telecom Internet	325,000	345,940	-	0%
5930	Postage Delivery	62,500	63,640	20,940	6%
5940	Technology	347,810	371,207	1,140	2%
5990	Prior Year Adj (Services)	-	-	23,397	7%
SUBTOTAL - Services & Other Operating Exp.		23,538,518	24,020,954	482,556	2%

2023-24 July Budget		Annual Budget			
CONSOLIDATED		2022-23	Proposed	Variance From	
		Estimated Actuals	July Budget	Prior Year	Variance as %
Capital Outlay & Depreciation					
6400	EquipFixed	-	-	-	0%
6900	Depreciation	2,220,154	2,286,767	66,613	3%
SUBTOTAL - Capital Outlay & Depreciation		2,220,154	2,286,767	66,613	3%
Other Outflows					
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	0%
7310	Indirect Costs	-	-	-	0%
7438	InterestExpense	556,517	589,008	32,491	6%
SUBTOTAL - Other Outflows		556,517	589,008	32,491	6%
TOTAL EXPENSES		74,513,797	80,159,404	5,645,727	8%

Monthly Cash Flow 2023-24

AII MPS	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	34,804,623	34,737,137	33,557,279	36,258,926	35,875,606	35,033,975	36,512,755	36,499,220	35,643,751	37,442,499	37,638,245	37,102,743		
Revenue														
LCFF: State Aid	2,222,820	2,222,820	2,222,820	2,222,820	2,222,820	2,222,820	2,222,820	2,222,820	2,667,384	2,667,384	2,667,384	2,667,384	2,667,384	31,119,477
LCFF: EPA	-	-	2,191,515	-	-	2,191,515	-	-	2,191,515	-	-	-	2,191,515	8,766,060
LCFF: ILPT	-	668,453	1,336,907	891,271	891,271	891,271	891,271	891,271	935,835	935,835	935,835	935,835	935,835	11,140,888
Federal Revenue	26,300	37,207	541,909	29,758	29,758	15,920	541,909	15,920	15,920	541,909	15,920	15,920	870,480	2,698,835
Other State Revenues	631,180	631,180	1,005,280	1,212,350	1,007,092	1,007,092	1,323,036	1,007,092	837,932	1,043,190	837,932	837,932	1,206,293	12,587,581
Other Local Revenues	1,263,339	1,263,339	1,263,339	1,263,339	1,263,339	1,263,339	1,263,339	1,263,339	1,263,339	1,263,339	1,263,339	1,263,339	609,022	15,769,093
Total Revenue	4,143,640	4,823,000	8,561,770	5,619,539	5,414,280	7,591,957	6,242,376	5,400,442	7,911,925	6,451,657	5,720,410	5,720,410	8,480,528	82,081,934
Expenses														
Certificated Salaries	971,038	1,973,654	1,973,654	1,973,654	1,973,654	1,973,654	1,973,654	1,973,654	1,973,654	1,973,654	1,973,654	1,973,654	1,594,712	24,275,942
Classified Salaries	848,522	966,126	966,126	966,126	966,126	966,126	966,126	966,126	966,126	966,126	966,126	966,126	588,021	12,063,932
Benefits	642,783	1,061,243	1,061,243	1,061,243	1,061,243	1,061,243	1,061,243	1,061,243	1,061,243	1,061,243	1,061,243	1,061,243	786,058	13,102,517
Books and Supplies	305,623	305,623	305,623	305,623	305,623	305,623	305,623	305,623	305,623	305,623	305,623	305,623	152,811	3,820,284
Services and Operations	1,852,604	1,852,604	1,852,604	1,852,604	1,852,604	1,852,604	1,852,604	1,852,604	1,852,604	1,852,604	1,852,604	1,852,604	1,789,711	24,020,954
Depreciation / Cap Outlay	190,561	190,561	190,561	190,561	190,561	190,561	190,561	190,561	190,561	190,561	190,561	190,561	34	2,286,767
Other Outflows	49,084	49,084	49,084	49,084	49,084	49,084	49,084	49,084	49,084	49,084	49,084	49,084	-	589,008
Total Expenses	4,860,214	6,398,895	6,398,895	6,398,895	6,398,895	6,398,895	6,398,895	6,398,895	6,398,895	6,398,895	6,398,895	6,398,895	4,911,348	80,159,404
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	3,601,370	1,800,685	1,800,685	1,800,685	-	-	-	-	-	-	-	-	-	9,003,424
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets/Accrual Adj	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Assets - Depreciation Addback	190,561	190,561	190,561	190,561	190,561	190,561	190,561	190,561	190,561	190,561	190,561	190,561	-	2,286,733
Fixed Assets - Acquisitions	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To (From)	-	-	114,673	-	-	114,673	-	-	114,673	-	-	-	114,673	458,692
Expenses - Prior Year Accruals	(3,095,264)	(1,547,632)	(1,547,632)	(1,547,632)	-	-	-	-	-	-	-	-	-	(7,738,160)
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	(47,578)	(47,578)	(19,516)	(47,578)	(47,578)	(19,516)	(47,578)	(47,578)	(19,516)	(47,578)	(47,578)	(19,516)	-	(458,686)
Total Other Transactions	649,089	396,036	538,771	396,036	142,983	285,718	142,983	142,983	285,718	142,983	142,983	285,718		3,552,003
Total Change in Cash	(67,486)	(1,179,858)	2,701,647	(383,320)	(841,631)	1,478,781	(13,535)	(855,469)	1,798,748	195,746	(535,502)	(392,767)		5,474,533
ENDING CASH	34,737,137	33,557,279	36,258,926	35,875,606	35,033,975	36,512,755	36,499,220	35,643,751	37,442,499	37,638,245	37,102,743	36,709,976	<<< = 167 days cash	



2023-24 July Budget		Annual Budget		
MSA 1	2022-23	Proposed July Budget	Variance	Variance as %
	Estimated Actuals		From Prior Year	
Projected Average Daily Attendance:	647	651	4.29	1%
SUMMARY				
Revenue				
LCFF Entitlement	9,277,722	10,146,335	868,613	9%
Federal Revenue	1,369,775	532,161	(837,614)	-61%
Other State Revenues	2,983,395	2,535,751	(447,644)	-15%
Other Local Revenues	315,718	1,420,582	1,104,864	350%
Total Revenue	13,946,611	14,634,829	688,218	5%
Expenditures				
Certificated Salaries	3,936,799	4,405,535	468,736	12%
Classified Salaries	1,311,949	1,580,283	268,334	20%
Benefits	1,825,086	2,087,296	262,211	14%
Books and Supplies	756,387	936,115	179,728	24%
Services and Operating Exp.	4,929,934	4,761,909	(168,025)	-3%
Depreciation & Cap Outlay	592,048	592,048	-	0%
Other Outflows	15,000	15,000	-	0%
Total Expenditures	13,367,203	14,378,187	1,010,983	8%
Net Revenues	579,408	256,643	(322,765)	
Fund Balance				
Beginning Balance (Budgeted)	9,528,476	10,107,884		
Net Revenues	579,408	256,643		
Ending Fund Balance	10,107,884	10,364,527		
Components of Fund Bal.				
Available For Econ. Uncert.		5,957,390	41.4% of Expenditures	
Restricted Balances (Est.)		122,203	0.8% of Expenditures	
Net Fixed Assets		4,284,935	29.8% of Expenditures	
Ending Fund Balance		10,364,527	72.1% of Expenditures	



2023-24 July Budget		Annual Budget			
MSA 1		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %

REVENUE**LCFF Entitlement**

8011	State Aid	5,302,901	5,830,837	527,936	10%
8012	EPA Entitlement	1,926,172	2,253,227	327,055	17%
8019	Prior Year Adjustments	-	-	-	0%
8096	InLieuPropTaxes	2,048,649	2,062,271	13,622	1%
SUBTOTAL - LCFF Entitlement		9,277,722	10,146,335	868,613	9%

Federal Revenue

8181	SpEd - Revenue	84,026	98,687	14,661	17%
8220	SchLunchFederal	-	-	-	0%
8285	SpEd - Revenue	-	-	-	0%
8290	All Other Federal Revenue	1,285,749	433,474	(852,275)	-66%
8295	Prior Year Adjustments (Fed Rev)	-	-	-	0%
SUBTOTAL - Federal Revenue		1,369,775	532,161	(837,614)	-61%

Other State Revenue

8311	SpEd Revenue	514,391	560,369	45,978	9%
8520	SchoolNutrState	-	-	-	0%
8550	MandCstReimburs	23,041	25,142	2,101	9%
8560	StateLotteryRev	156,704	154,287	(2,417)	-2%
8590	AllOthStateRev	2,289,259	1,795,953	(493,306)	-22%
8595	Prior Year Adjustments (Other State Rev)	-	-	-	0%
SUBTOTAL - Other State Revenue		2,983,395	2,535,751	(447,644)	-15%

Local Revenue

8600	Other Local Rev	299,896	1	(299,895)	-100%
8660	Interest	-	-	-	0%
8698	OthRev-Suspense	-	-	-	0%
8690	Prior Year Adj (Local1)	-	-	-	0%
8677	SpEd Revenue	-	-	-	0%
8699	Other Revenue	-	1,404,759	1,404,759	0%
8999	Misc Revenue (Suspense)	-	-	-	0%
SUBTOTAL - Local Revenue		299,896	1,404,760	1,104,864	368%

2023-24 July Budget		Annual Budget			
MSA 1		2022-23	Proposed July Budget	Variance	Variance as %
		Estimated Actuals		From Prior Year	
Fundraising & Grants					
8802	Donations - Private	7,116	7,116	-	0%
8803	Fundraising	8,706	8,706	-	0%
SUBTOTAL - Fundraising & Grants		15,822	15,822	-	0%
TOTAL REVENUE		13,946,611	14,634,829	688,218	5%
EXPENSES					
Certificated Salaries					
1100	TeacherSalaries	3,096,881	3,432,935	336,054	11%
1200	Cert Aid	167,750	267,696	99,946	60%
1300	Cert Adminis	672,168	704,904	32,736	5%
SUBTOTAL - Certificated Salaries		3,936,799	4,405,535	468,736	12%
Classified Salaries					
2100	Instructional Aides	493,706	610,657	116,951	24%
2200	Classified Support	451,463	565,568	114,106	25%
2300	Classified Admin	-	-	-	0%
2400	Clerical & Tech	366,781	404,058	37,277	10%
2900	OtherClassStaff	-	-	-	0%
SUBTOTAL - Classified Salaries		1,311,949	1,580,283	268,334	20%
Employee Benefits					
3101	STRS-Certified	634,408	698,498	64,090	10%
3102	STRS-Classified	74,035	98,833	24,798	33%
3201	PERS-Cert	114,689	160,463	45,774	40%
3202	PERS-Classified	139,491	165,600	26,109	19%
3301	OASDI/Med-Cert	83,930	99,624	15,694	19%
3302	OASDI/Med-Class	48,728	55,699	6,972	14%
3401	HlthWelfareCert	489,923	528,822	38,900	8%
3402	HlthWelfareCert	166,914	203,432	36,518	22%
3501	UI-Certificated	18,868	21,257	2,389	13%
3502	UI-Classified	4,687	5,654	967	21%
3601	WorkersCmp-Cert	23,175	24,808	1,632	7%
3602	WorkersCmp-Class	26,239	24,606	(1,632)	-6%
3701	Other Retirement-Cert	-	-	-	0%
3901	OthBenes-Cert	-	-	-	0%
3902	OthBenes-Class	-	-	-	0%
SUBTOTAL - Employee Benefits		1,825,086	2,087,296	262,211	14%

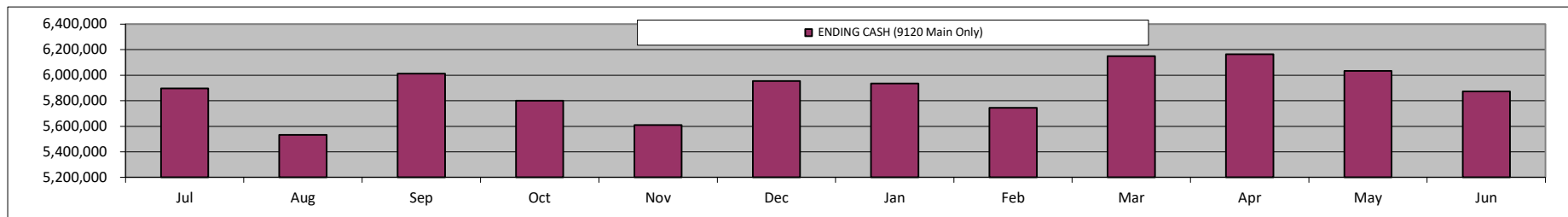
2023-24 July Budget		Annual Budget			
MSA 1		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
Books & Supplies					
4100	Text&CoreCurric	75,000	150,000	75,000	100%
4200	BooksOthRefMats	8,500	8,500	-	0%
4300	Materials and Supplies	20,085	-	(20,085)	-100%
4310	Ins Mats & Sups	58,770	58,770	-	0%
4315	OthrSupplies	25,000	25,000	-	0%
4320	Office Supplies	25,000	25,000	-	0%
4325	ProfDevMat&Sups	-	-	-	0%
4326	Arts&MusicSupps	5,000	5,000	-	0%
4335	PE Supplies	50,000	25,000	(25,000)	-50%
4340	Educat Software	82,943	96,756	13,813	17%
4345	NonInstStdntSup	97,198	97,198	-	0%
4346	TeacherSupplies	5,000	5,000	-	0%
4350	Cust. Supplies	80,000	80,000	-	0%
4351	Yearbook	-	-	-	0%
4390	Uniforms	30,000	30,000	-	0%
4400	NonCapEquip-Gen	132,891	32,891	(100,000)	-75%
4410	ClssrmFrmEqp<5k	-	-	-	0%
4430	OffceFurnEqp<5k	5,000	5,000	-	0%
4440	Computers <\$5k	30,000	261,000	231,000	770%
4461	Fixed Asset Susp (Imp)	-	-	-	0%
4464	Equipment (Pre-Cap)	10,000	10,000	-	0%
4710	Food	5,000	5,000	-	0%
4720	Food:Other Food	11,000	16,000	5,000	45%
4990	Prior Year Adj (Mat'ls)	-	-	-	0%
4999	Misc Expenditure (Suspense)	-	-	-	0%
SUBTOTAL - Books and Supplies		756,387	936,115	179,728	24%

2023-24 July Budget		Annual Budget			
MSA 1		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
Services & Other Operating Expenses					
5101	CMO Fees	1,201,574	1,106,231	(95,343)	-8%
5200	Travel - General	-	-	-	0%
5205	Conference Fees	2,000	2,000	-	0%
5210	MilesParkTolls	3,000	3,000	-	0%
5215	TravConferences	-	-	-	0%
5220	TraLodging	-	-	-	0%
5300	DuesMemberships	21,000	21,000	-	0%
5450	Other Insurance	150,000	186,000	36,000	24%
5500	OpsHousekeeping	221,000	221,000	-	0%
5510	Gas & Electric	65,000	95,000	30,000	46%
5610	Rent & Leases	1,326,581	1,326,581	-	0%
5620	EquipmentLeases	90,000	90,000	-	0%
5630	Reps&MaintBldng	356,233	186,233	(170,000)	-48%
5800	ProfessServices	398,868	402,610	3,743	1%
5810	Legal	35,000	35,000	-	0%
5813	SchPrgAftSchool	136,045	137,737	1,692	1%
5814	SchPrgAcadComps	7,500	7,500	-	0%
5819	SchlProgs-Other	48,600	88,600	40,000	82%
5820	Audit & CPA	9,000	9,000	-	0%
5825	DMSBusiness Svcs	-	-	-	0%
5835	Field Trips	20,000	20,000	-	0%
5836	FieldTrip Trans	100,000	80,000	(20,000)	-20%
5840	MarkngStdtRecrt	75,000	75,000	-	0%
5850	Oversight Fees	95,580	101,463	5,883	6%
5857	Payroll Fees	30,000	30,000	-	0%
5860	Service Fees	16,000	16,000	-	0%
5861	Prior Year Services	-	-	-	0%
5863	Prof Developmnt	48,272	48,272	-	0%
5864	Prof Dev-Other	18,062	18,062	-	0%
5865	Professional Development LLM	-	-	-	0%
5869	SpEd Ctrct Inst	184,609	184,609	-	0%
5870	Livescan	2,000	2,000	-	0%
5872	SPED Fees (incl Encroachment)	-	-	-	0%
5875	Staff Recruiting	-	-	-	0%
5884	Substitutes	175,000	175,000	-	0%
5890	Oth Svcs Non-Inst	-	-	-	0%
5900	Communications	10,000	10,000	-	0%
5910	Communications 2	-	-	-	0%
5920	TelecomInternet	40,000	40,000	-	0%
5930	PostageDelivery	9,000	9,000	-	0%
5940	Technology	35,010	35,010	-	0%
5990	Prior Year Adj (Services)	-	-	-	0%
SUBTOTAL - Services & Other Operating Exp.		4,929,934	4,761,909	(168,025)	-3%

2023-24 July Budget		Annual Budget			
MSA 1		2022-23	Proposed July Budget	Variance	Variance as %
		Estimated Actuals		From Prior Year	
Capital Outlay & Depreciation					
6400	EquipFixed	-	-	-	0%
6900	Depreciation	592,048	592,048	-	0%
SUBTOTAL - Capital Outlay & Depreciation		592,048	592,048	-	0%
Other Outflows					
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	0%
7310	Indirect Costs	-	-	-	0%
7438	InterestExpense	15,000	15,000	-	0%
SUBTOTAL - Other Outflows		15,000	15,000	-	0%
TOTAL EXPENSES		13,367,203	14,378,187	1,010,983	8%

Monthly Cash Flow 2023-24

MSA-1	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	6,158,671	5,895,543	5,533,315	6,010,821	5,800,248	5,609,435	5,954,413	5,935,682	5,744,869	6,149,068	6,164,415	6,032,821	5,873,713	
Revenue														
LCFF: State Aid	416,488	416,488	416,488	416,488	416,488	416,488	416,488	416,488	499,786	499,786	499,786	499,786	499,786	5,830,837
LCFF: EPA	-	-	563,307	-	-	563,307	-	-	563,307	-	-	-	563,307	2,253,227
LCFF: ILPT	-	123,736	247,473	164,982	164,982	164,982	164,982	164,982	173,231	173,231	173,231	173,231	173,231	2,062,271
Federal Revenue	-	-	108,369	-	-	-	108,369	-	-	108,369	-	-	207,056	532,161
Other State Revenues	129,824	129,824	201,662	240,234	201,662	201,662	265,376	201,662	169,335	207,907	169,335	169,335	247,933	2,535,751
Other Local Revenues	118,382	118,382	118,382	118,382	118,382	118,382	118,382	118,382	118,382	118,382	118,382	118,382	-	1,420,582
Total Revenue	664,694	788,430	1,655,680	940,086	901,514	1,464,821	1,073,596	901,514	1,524,040	1,107,674	960,734	960,734	1,691,312	14,634,829
Expenses														
Certificated Salaries	176,221	358,174	358,174	358,174	358,174	358,174	358,174	358,174	358,174	358,174	358,174	358,174	289,404	4,405,535
Classified Salaries	98,768	123,460	123,460	123,460	123,460	123,460	123,460	123,460	123,460	123,460	123,460	123,460	123,460	1,580,283
Benefits	93,729	168,254	168,254	168,254	168,254	168,254	168,254	168,254	168,254	168,254	168,254	168,254	142,774	2,087,296
Books and Supplies	74,889	74,889	74,889	74,889	74,889	74,889	74,889	74,889	74,889	74,889	74,889	74,889	37,445	936,115
Services and Operations	366,301	366,301	366,301	366,301	366,301	366,301	366,301	366,301	366,301	366,301	366,301	366,301	366,301	4,761,909
Depreciation / Cap Outlay	49,337	49,337	49,337	49,337	49,337	49,337	49,337	49,337	49,337	49,337	49,337	49,337	-	592,048
Other Outflows	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	15,000
Total Expenses	860,495	1,141,664	1,141,664	1,141,664	1,141,664	1,141,664	1,141,664	1,141,664	1,141,664	1,141,664	1,141,664	1,141,664	959,383	14,378,187
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	645,307	322,653	322,653	322,653										1,613,267
Accounts Receivable - Current Year														-
Other Assets/Accrual Adj														-
Fixed Assets - Depreciation Addback	49,337	49,337	49,337	49,337	49,337	49,337	49,337	49,337	49,337	49,337	49,337	49,337	-	592,048
Fixed Assets - Acquisitions														-
Due To (From)														-
Expenses - Prior Year Accruals	(761,971)	(380,985)	(380,985)	(380,985)										(1,904,926)
Accounts Payable - Current Year														-
Summer Holdback for Teachers														-
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-		(27,515)	-	-	(27,515)	-	-	(27,515)	-	-	(27,515)	-	(110,060)
Total Other Transactions	(67,326)	(8,995)	(36,510)	(8,995)	49,337	21,822	49,337	49,337	21,822	49,337	49,337	21,822		190,329
Total Change in Cash	(263,128)	(362,228)	477,506	(210,573)	(190,813)	344,979	(18,731)	(190,813)	404,198	15,347	(131,593)	(159,108)		446,971
ENDING CASH (9120 Main Only)	5,895,543	5,533,315	6,010,821	5,800,248	5,609,435	5,954,413	5,935,682	5,744,869	6,149,068	6,164,415	6,032,821	5,873,713		<<< = 149 days cash



MSA-1 2023-24 July Budget - Summary Analysis

SUMMARY OF RESULTS

The 2023-24 July Budget update projects a budget surplus of \$256,643.

This is a decrease of (\$322,765) from the prior year projected surplus of \$579,408.

This will allow MSA-1 to end this fiscal year with a balance of \$10,364,527, which is 72.1% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is \$5,533,315, which represents 140 days of operating costs on average.

The June 30, 2024 ending cash balance this fiscal year is projected to be \$5,873,713, which represents 149 days of average operating costs.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total Change from Prior Year = increase of \$688,218, or 4.9% of Prior Year revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are \$868,613 higher than in the prior year, with average daily attendance (ADA) increasing by 4.29.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal CARES Act Funding.

Federal Revenues are projected at (\$837,614) lower than in the prior year.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, AB 602 State SpED, and one-time funds.

Other State Revenues are projected at (\$447,644) lower than in the prior year.

Other Local Revenues: This category includes fundraising revenue and any non-LCFF local revenue sources.

Other Local Revenues are projected at \$1,104,864 higher than in the prior year..

SIGNIFICANT CHANGES IN EXPENSES (Total Change from Prior Year = increase of \$1,010,983, or 7.6% of Prior Year expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are \$999,281 higher than in the prior year, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at \$179,728 higher than in the prior year.

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

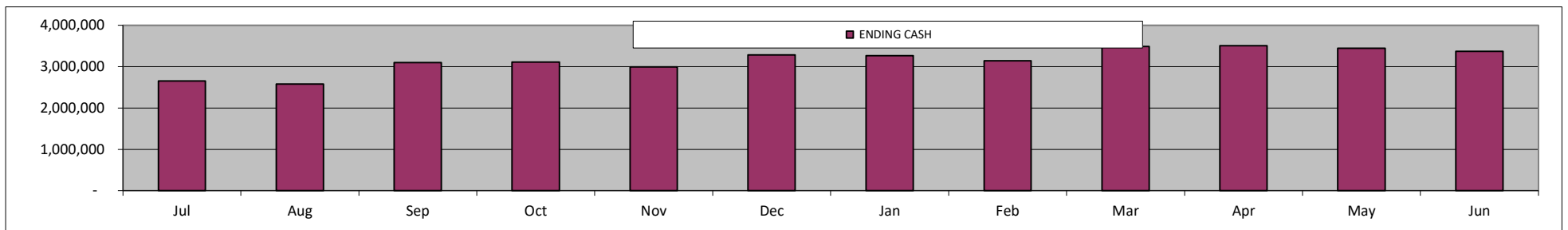
Services & Operating costs are projected to be (\$168,025) lower than in the prior year.

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at \$0 lower than in the prior year, reflecting stable depreciation and capital outlay projections.

Monthly Cash Flow 2023-24

MSA-2	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	2,521,159	2,655,905	2,580,364	3,099,515	3,114,120	2,991,332	3,285,574	3,265,634	3,142,846	3,491,910	3,509,223	3,441,258	3,373,292	
Revenue														
LCFF: State Aid	309,737	309,737	309,737	309,737	309,737	309,737	309,737	309,737	371,684	371,684	371,684	371,684	371,684	4,336,318
LCFF: EPA	-	-	417,030	-	-	417,030	-	-	417,030	-	-	-	417,030	1,668,119
LCFF: ILPT	-	93,686	187,372	124,915	124,915	124,915	124,915	124,915	131,160	131,160	131,160	131,160	131,160	1,561,434
Federal Revenue	-	-	56,075	-	-	-	56,075	-	-	56,075	-	-	-	296,498
Other State Revenues	67,447	67,447	95,349	126,364	97,160	97,160	143,933	97,160	83,789	112,993	83,789	83,789	145,110	1,301,492
Other Local Revenues	67,687	67,687	67,687	67,687	67,687	67,687	67,687	67,687	67,687	67,687	67,687	67,687	-	812,247
Total Revenue	444,871	538,557	1,133,249	628,703	599,499	1,016,529	702,347	599,499	1,071,351	739,600	654,321	654,321	1,193,259	9,976,107
Expenses														
Certificated Salaries	123,853	251,733	251,733	251,733	251,733	251,733	251,733	251,733	251,733	251,733	251,733	251,733	203,400	3,096,317
Classified Salaries	60,705	75,881	75,881	75,881	75,881	75,881	75,881	75,881	75,881	75,881	75,881	75,881	75,881	971,277
Benefits	66,264	118,992	118,992	118,992	118,992	118,992	118,992	118,992	118,992	118,992	118,992	118,992	100,958	1,476,132
Books and Supplies	53,680	53,680	53,680	53,680	53,680	53,680	53,680	53,680	53,680	53,680	53,680	53,680	26,840	670,997
Services and Operations	222,001	222,001	222,001	222,001	222,001	222,001	222,001	222,001	222,001	222,001	222,001	222,001	223,001	2,887,016
Depreciation / Cap Outlay	11,316	11,316	11,316	11,316	11,316	11,316	11,316	11,316	11,316	11,316	11,316	11,316	-	135,790
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	537,819	733,603	733,603	733,603	733,603	733,603	733,603	733,603	733,603	733,603	733,603	733,603	630,080	9,237,528
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	614,079	307,040	307,040	307,040										1,535,198
Accounts Receivable - Current Year														-
Other Assets/Accrual Adj														-
Fixed Assets - Depreciation Addback	11,316	11,316	11,316	11,316	11,316	11,316	11,316	11,316	11,316	11,316	11,316	11,316		135,790
Fixed Assets - Acquisitions														-
Due To (From)														-
Expenses - Prior Year Accruals	(397,702)	(198,851)	(198,851)	(198,851)										(994,255)
Accounts Payable - Current Year														-
Summer Holdback for Teachers														-
Loans Payable (Current)														-
Loans Payable (Long Term)														-
Total Other Transactions	227,693	119,504	119,504	119,504	11,316	11,316	11,316	11,316	11,316	11,316	11,316	11,316		676,733
Total Change in Cash	134,746	(75,541)	519,151	14,605	(122,788)	294,242	(19,940)	(122,788)	349,064	17,313	(67,966)	(67,966)		1,415,312
ENDING CASH	2,655,905	2,580,364	3,099,515	3,114,120	2,991,332	3,285,574	3,265,634	3,142,846	3,491,910	3,509,223	3,441,258	3,373,292		<<< = 133 days cash



2023-24 July Budget		Annual Budget			
MSA 2		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
Projected Average Daily Attendance:		473	493	19.56	4%
SUMMARY					
Revenue					
LCFF Entitlement		6,631,360	7,565,871	934,511	14%
Federal Revenue		969,239	296,498	(672,742)	-69%
Other State Revenues		1,619,132	1,301,492	(317,640)	-20%
Other Local Revenues		78,117	812,247	734,130	940%
Total Revenue		9,297,849	9,976,107	678,259	7%
Expenditures					
Certificated Salaries		2,706,787	3,096,317	389,529	14%
Classified Salaries		956,217	971,277	15,060	2%
Benefits		1,291,048	1,476,132	185,084	14%
Books and Supplies		517,872	670,997	153,125	30%
Services and Operating Exp.		2,864,779	2,887,016	22,237	1%
Depreciation & Cap Outlay		135,790	135,790	-	0%
Other Outflows		-	-	-	0%
Total Expenditures		8,472,493	9,237,528	765,035	9%
Net Revenues		825,355	738,579	(86,776)	
Fund Balance					
Beginning Balance (Budgeted)		3,805,042	4,630,397		
Net Revenues		825,355	738,579		
Ending Fund Balance		4,630,397	5,368,976		
Components of Fund Bal.					
Available For Econ. Uncert.			5,236,835	56.7% of Expenditures	
Restricted Balances (Est.)			91,154	1.0% of Expenditures	
Net Fixed Assets			40,987	0.4% of Expenditures	
Ending Fund Balance			5,368,976	58.1% of Expenditures	



2023-24 July Budget		Annual Budget			
MSA 2		2022-23	Proposed July Budget	Variance	Variance as %
		Estimated Actuals		From Prior Year	
REVENUE					
LCFF Entitlement					
8011	State Aid	3,753,378	4,336,318	582,940	16%
8012	EPA Entitlement	1,378,511	1,668,119	289,608	21%
8019	Prior Year Adjustments	-	-	-	0%
8096	InLieuPropTaxes	1,499,471	1,561,434	61,963	4%
SUBTOTAL - LCFF Entitlement		6,631,360	7,565,871	934,511	14%
Federal Revenue					
8181	SpEd - Revenue	61,474	72,200	10,726	17%
8220	SchLunchFederal	-	-	-	0%
8285	SpEd - Revenue	-	-	-	0%
8290	All Other Federal Revenue	907,765	224,298	(683,467)	-75%
8295	Prior Year Adjustments (Fed Rev)	-	-	-	0%
SUBTOTAL - Federal Revenue		969,239	296,498	(672,742)	-69%
Other State Revenue					
8311	SpEd Revenue	376,491	424,279	47,788	13%
8520	SchoolNtrState	-	-	-	0%
8550	MandCstReimburs	15,353	17,569	2,216	14%
8560	StateLotteryRev	115,052	116,817	1,765	2%
8590	AllOthStateRev	1,112,236	742,826	(369,410)	-33%
8595	Prior Year Adjustments (Other State Rev)	-	-	-	0%
SUBTOTAL - Other State Revenue		1,619,132	1,301,492	(317,640)	-20%
Local Revenue					
8600	Other Local Rev	1	-	(1)	-100%
8634	StudentLunchFee	-	-	-	0%
8650	Leases &Rentals	-	-	-	0%
8660	Interest	-	-	-	0%
8698	OthRev-Suspense	-	-	-	0%
8690	Prior Year Adj (Local1)	-	-	-	0%
8677	SpEd Revenue	-	-	-	0%
8699	Other Revenue	41,000	775,131.00	734,131	1791%
8999	Misc Revenue (Suspense)	-	-	-	0%
SUBTOTAL - Local Revenue		41,001	775,131	734,130	1791%

2023-24 July Budget		Annual Budget			
MSA 2		2022-23	Proposed July Budget	Variance	Variance as %
		Estimated Actuals		From Prior Year	
Fundraising & Grants					
8802	Donations - Private	7,116	7,116	-	0%
8803	Fundraising	30,000	30,000	-	0%
SUBTOTAL - Fundraising & Grants		37,116	37,116	-	0%
TOTAL REVENUE		9,297,849	9,976,107	678,259	7%
EXPENSES					
Certificated Salaries					
1100	TeacherSalaries	1,966,888	2,295,330	328,442	17%
1200	Cert Aid	269,702	297,959	28,257	10%
1300	Cert Adminis	470,197	503,028	32,831	7%
SUBTOTAL - Certificated Salaries		2,706,787	3,096,317	389,529	14%
Classified Salaries					
2100	Instructional Aides	190,104	203,960	13,856	7%
2200	Classified Support	566,310	543,841	(22,469)	-4%
2300	Classified Admin	-	-	-	0%
2400	Clerical & Tech	199,802	223,476	23,674	12%
2900	OtherClassStaff	-	-	-	0%
SUBTOTAL - Classified Salaries		956,217	971,277	15,060	2%
Employee Benefits					
3101	STRS-Certified	394,908	463,748	68,840	17%
3102	STRS-Classified	47,333	48,665	1,332	3%
3201	PERS-Cert	88,483	110,617	22,134	25%
3202	PERS-Classified	107,298	124,516	17,218	16%
3301	OASDI/Med-Cert	56,661	66,547	9,887	17%
3302	OASDI/Med-Class	35,948	38,974	3,026	8%
3401	HlthWelfareCert	377,006	431,877	54,871	15%
3402	HlthWelfareCert	134,450	139,893	5,443	4%
3501	UI-Certificated	12,082	14,188	2,107	17%
3502	UI-Classified	3,354	3,580	226	7%
3601	WorkersCmp-Cert	17,933	19,644	1,711	10%
3602	WorkersCmp-Class	15,593	13,882	(1,711)	-11%
3701	Other Retirement-Cert	-	-	-	0%
3901	OthBenes-Cert	-	-	-	0%
3902	OthBenes-Class	-	-	-	0%
SUBTOTAL - Employee Benefits		1,291,048	1,476,132	185,084	14%

2023-24 July Budget		Annual Budget			
MSA 2		2022-23	Proposed July Budget	Variance	Variance as %
		Estimated Actuals		From Prior Year	
Books & Supplies					
4100	Text&CoreCurric	64,598	154,598	90,000	139%
4200	BooksOthRefMats	1,000	1,000	-	0%
4300	Materials and Supplies	-	4,000	4,000	0%
4310	Ins Mats & Sups	35,739	35,739	-	0%
4315	OthrSupplies	-	-	-	0%
4320	Office Supplies	60,000	70,000	10,000	17%
4325	ProfDevMat&Sups	-	-	-	0%
4326	Arts&MusicSupps	22,000	22,000	-	0%
4335	PE Supplies	4,000	4,000	-	0%
4340	Educat Software	106,303	117,928	11,625	11%
4345	NonInstStdntSup	76,604	94,604	18,000	23%
4346	TeacherSupplies	3,000	3,000	-	0%
4350	Cust. Supplies	14,000	14,000	-	0%
4351	Yearbook	-	-	-	0%
4390	Uniforms	22,000	22,000	-	0%
4400	NonCapEquip-Gen	18,500	38,000	19,500	105%
4410	ClssrmFrnEqp<5k	7,000	7,000	-	0%
4430	OffceFurnEqp<5k	5,000	5,000	-	0%
4440	Computers <\$5k	35,000	35,000	-	0%
4461	Fixed Asset Susp (Imp)	-	-	-	0%
4464	Equipment (Pre-Cap)	-	-	-	0%
4710	Food	5,000	5,000	-	0%
4720	Food:Other Food	37,000	37,000	-	0%
4990	Prior Year Adj (Mat'ls)	-	-	-	0%
4999	Misc Expenditure (Suspense)	1,128	1,128	-	0%
SUBTOTAL - Books and Supplies		517,872	670,997	153,125	30%

2023-24 July Budget		Annual Budget			
MSA 2		2022-23	Proposed July Budget	Variance	Variance as %
		Estimated Actuals		From Prior Year	
Services & Other Operating Expenses					
5101	CMO Fees	1,201,574	1,106,231	(95,343)	-8%
5200	Travel - General	1,000	1,000	-	0%
5205	Conference Fees	3,000	3,000	-	0%
5210	MilesParkTolls	2,000	2,000	-	0%
5215	TravConferences	-	-	-	0%
5220	TraLodging	5,000	5,000	-	0%
5300	DuesMemberships	16,000	20,000	4,000	25%
5450	Other Insurance	65,000	75,000	10,000	15%
5500	OpsHousekeeping	133,000	133,000	-	0%
5510	Gas & Electric	-	-	-	0%
5610	Rent & Leases	245,000	270,000	25,000	10%
5620	EquipmentLeases	25,000	25,000	-	0%
5630	Reps&MaintBldng	20,000	20,000	-	0%
5800	ProfessServices	279,569	319,079	39,509	14%
5810	Legal	25,000	25,000	-	0%
5813	SchPrgAftSchool	203,396	211,954	8,558	4%
5814	SchPrgAcadComps	4,000	4,000	-	0%
5819	SchlProgs-Other	40,000	90,000	50,000	125%
5820	Audit & CPA	12,500	12,500	-	0%
5825	DMSBusinessSvcs	-	-	-	0%
5835	Field Trips	50,000	50,000	-	0%
5836	FieldTrip Trans	40,000	-	(40,000)	-100%
5840	MarkngStdtRecrt	30,000	30,000	-	0%
5850	Oversight Fees	67,146	75,659	8,512	13%
5857	Payroll Fees	20,000	25,000	5,000	25%
5860	Service Fees	4,000	4,000	-	0%
5861	Prior Year Services	-	-	-	0%
5863	Prof Developmnt	29,500	29,500	-	0%
5864	Prof Dev-Other	25,500	25,500	-	0%
5865	Professional Development LLM	-	-	-	0%
5869	SpEd Ctrct Inst	95,809	95,809	-	0%
5870	Livescan	750	750	-	0%
5872	SPED Fees (incl Encroachment)	-	-	-	0%
5875	Staff Recruiting	-	-	-	0%
5884	Substitutes	150,000	150,000	-	0%
5890	OthSvcsNon-Inst	-	-	-	0%
5900	Communications	5,000	5,000	-	0%
5910	Communications 2	-	-	-	0%
5920	TelecomInternet	20,000	20,000	-	0%
5930	PostageDelivery	5,000	5,000	-	0%
5940	Technology	41,035	48,035	7,000	17%
5990	Prior Year Adj (Services)	-	-	-	0%
SUBTOTAL - Services & Other Operating Exp.		2,864,779	2,887,016	22,237	1%

2023-24 July Budget		Annual Budget			
MSA 2		2022-23	Proposed	Variance	Variance as %
		Estimated		July Budget	
		Actuals		Year	
Capital Outlay & Depreciation					
6400	EquipFixed	-	-	-	0%
6900	Depreciation	135,790	135,790	-	0%
SUBTOTAL - Capital Outlay & Depreciation		135,790	135,790	-	0%
Other Outflows					
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	0%
7310	Indirect Costs	-	-	-	0%
7438	InterestExpense	-	-	-	0%
SUBTOTAL - Other Outflows		-	-	-	0%
TOTAL EXPENSES		8,472,493	9,237,528	765,035	9%

MSA-2 2023-24 July Budget - Summary Analysis

SUMMARY OF RESULTS

The 2023-24 July Budget update projects a budget surplus of \$738,579.

This is a decrease of (\$86,776) from the prior year projected surplus of \$825,355.

This will allow MSA-2 to end this fiscal year with a balance of \$5,368,976, which is 58.1% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is \$2,580,364, which represents 102 days of operating costs on average.

The June 30, 2024 ending cash balance this fiscal year is projected to be \$3,373,292, which represents 133 days of average operating costs.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total Change from Prior Year = increase of \$678,259, or 7.3% of Prior Year revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are \$934,511 higher than in the prior year, with LCFF COLA adjustments.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal CARES Act Funding.

Federal Revenues are projected at (\$672,742) lower than in the prior year.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, AB 602 State SpED, and one-time funds.

Other State Revenues are projected at (\$317,640) lower than in the prior year.

Other Local Revenues: This category includes fundraising revenue and any non-LCFF local revenue sources.

Other Local Revenues are projected at \$734,130 higher than in the prior year..

SIGNIFICANT CHANGES IN EXPENSES (Total Change from Prior Year = increase of \$765,035, or 9.0% of Prior Year expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are \$589,674 higher than in the prior year, reflecting budget adjustments to address changes.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at \$153,125 higher than in the prior year.

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be \$22,237 higher than in the prior year.

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at \$0 lower than in the prior year, reflecting stable depreciation and capital outlay projections.

2023-24 July Budget		Annual Budget			
		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
MSA 3					
Projected Average Daily Attendance:		340	368	28.06	8%
SUMMARY					
Revenue					
LCFF Entitlement		4,557,191	5,288,556	731,365	16%
Federal Revenue		212,995	234,404	21,409	10%
Other State Revenues		2,148,553	1,171,276	(977,277)	-45%
Other Local Revenues		26,069	808,978	782,909	3003%
Total Revenue		6,944,808	7,503,214	558,406	8%
Expenditures					
Certificated Salaries		2,678,630	2,714,222	35,592	1%
Classified Salaries		747,532	761,774	14,243	2%
Benefits		1,272,594	1,331,755	59,161	5%
Books and Supplies		279,641	276,014	(3,627)	-1%
Services and Operating Exp.		2,263,556	2,156,797	(107,963)	-5%
Depreciation & Cap Outlay		119,002	126,142	7,140	6%
Other Outflows		-	-	-	0%
Total Expenditures		7,360,954	7,366,704	4,546	0%
Net Revenues		(416,146)	136,510	553,860	
Fund Balance					
Beginning Balance (Budgeted)		2,646,594	2,230,448		
Net Revenues		(416,146)	136,510		
Ending Fund Balance		2,230,448	2,366,958		
Components of Fund Bal.					
Available For Econ. Uncert.			2,170,904	29.5% of Expenditures	
Restricted Balances (Est.)			74,632	1.0% of Expenditures	
Net Fixed Assets			121,423	1.6% of Expenditures	
Ending Fund Balance			2,366,958	32.1% of Expenditures	



2023-24 July Budget		Annual Budget			
MSA 3		2022-23	Proposed	Variance	Variance as %
		Estimated Actuals	July Budget	From Prior Year	

REVENUE**LCFF Entitlement**

8011	State Aid	2,497,146	2,885,899	388,753	16%
8012	EPA Entitlement	983,197	1,236,888	253,691	26%
8019	Prior Year Adjustments	-	-	-	0%
8096	InLieuPropTaxes	1,076,848	1,165,769	88,921	8%
SUBTOTAL - LCFF Entitlement		4,557,191	5,288,556	731,365	16%

Federal Revenue

8181	SpEd - Revenue	45,469	53,402	7,933	17%
8220	SchLunchFederal	-	-	-	0%
8285	SpEd - Revenue	-	-	-	0%
8290	All Other Federal Revenue	167,526	181,002	13,476	8%
8295	Prior Year Adjustments (Fed Rev)	-	-	-	0%
SUBTOTAL - Federal Revenue		212,995	234,404	21,409	10%

Other State Revenue

8311	SpEd Revenue	270,386	316,768	46,382	17%
8520	SchoolNutrState	-	-	-	0%
8550	MandCstReimburs	13,522	14,973	1,451	11%
8560	StateLotteryRev	85,783	87,216	1,433	2%
8590	AllOthStateRev	1,778,862	752,319	(1,026,543)	-58%
8595	Prior Year Adjustments (Other State Rev)	-	-	-	0%
SUBTOTAL - Other State Revenue		2,148,553	1,171,276	(977,277)	-45%

Local Revenue

8600	Other Local Rev	1	-	(1)	-100%
8660	Interest	-	-	-	0%
8698	OthRev-Suspense	-	-	-	0%
8690	Prior Year Adj (Local1)	-	-	-	0%
8677	SpEd Revenue	-	-	-	0%
8699	Other Revenue	5,000	787,910	782,910	15658%
8999	Misc Revenue (Suspense)	-	-	-	0%
SUBTOTAL - Local Revenue		5,001	787,910	782,909	15655%

2023-24 July Budget		Annual Budget			
MSA 3		2022-23	Proposed July Budget	Variance	Variance as %
		Estimated Actuals		From Prior Year	
Fundraising & Grants					
8802	Donations - Private	7,116	7,116	-	0%
8803	Fundraising	13,952	13,952	-	0%
SUBTOTAL - Fundraising & Grants		21,068	21,068	-	0%
TOTAL REVENUE		6,944,808	7,503,214	558,406	8%
EXPENSES					
Certificated Salaries					
1100	TeacherSalaries	1,933,613	2,081,950	148,337	8%
1200	Cert Aid	254,390	174,398	(79,992)	-31%
1300	Cert Adminis	490,628	457,874	(32,754)	-7%
SUBTOTAL - Certificated Salaries		2,678,630	2,714,222	35,592	1%
Classified Salaries					
2100	Instructional Aides	296,350	269,708	(26,641)	-9%
2200	Classified Support	219,128	240,181	21,052	10%
2300	Classified Admin	-	-	-	0%
2400	Clerical & Tech	232,054	251,885	19,832	9%
2900	OtherClassStaff	-	-	-	0%
SUBTOTAL - Classified Salaries		747,532	761,774	14,243	2%
Employee Benefits					
3101	STRS-Certified	396,788	423,874	27,085	7%
3102	STRS-Classified	61,243	59,436	(1,807)	-3%
3201	PERS-Cert	104,624	103,721	(903)	-1%
3202	PERS-Classified	77,339	84,397	7,058	9%
3301	OASDI/Med-Cert	61,671	61,567	(104)	0%
3302	OASDI/Med-Class	27,970	28,425	455	2%
3401	HlthWelfareCert	370,542	392,876	22,334	6%
3402	HlthWelfareCert	107,501	109,026	1,525	1%
3501	UI-Certificated	12,449	13,017	568	5%
3502	UI-Classified	3,127	3,119	(9)	0%
3601	WorkersCmp-Cert	31,482	36,956	5,474	17%
3602	WorkersCmp-Class	17,856	15,342	(2,514)	-14%
3701	Other Retirement-Cert	-	-	-	0%
3901	OthBenes-Cert	-	-	-	0%
3902	OthBenes-Class	-	-	-	0%
SUBTOTAL - Employee Benefits		1,272,594	1,331,755	59,161	5%

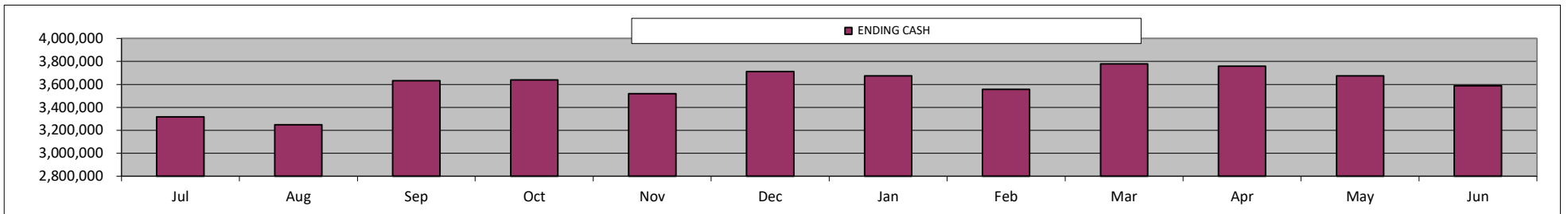
2023-24 July Budget		Annual Budget			
MSA 3		2022-23	Proposed July Budget	Variance	Variance as %
		Estimated Actuals		From Prior Year	
Books & Supplies					
4100	Text&CoreCurric	110,000	90,100	(19,900)	-18%
4200	BooksOthRefMats	1,000	1,060	60	6%
4300	Materials and Supplies	-	-	-	0%
4310	Ins Mats & Sups	19,896	21,090	1,194	6%
4315	OthrSupplies	5,500	5,830	330	6%
4320	Office Supplies	7,000	7,420	420	6%
4325	ProfDevMat&Sups	-	-	-	0%
4326	Arts&MusicSupps	2,500	2,650	150	6%
4335	PE Supplies	2,000	2,120	120	6%
4340	Educat Software	52,349	61,585	9,236	18%
4345	NonInstStdntSup	36,896	39,110	2,214	6%
4346	TeacherSupplies	3,000	3,180	180	6%
4350	Cust. Supplies	1,000	1,060	60	6%
4351	Yearbook	-	-	-	0%
4390	Uniforms	16,000	16,960	960	6%
4400	NonCapEquip-Gen	2,000	2,120	120	6%
4410	ClssrmFrmEqp<5k	500	530	30	6%
4430	OffceFurnEqp<5k	500	530	30	6%
4440	Computers <\$5k	500	530	30	6%
4461	Fixed Asset Susp (Imp)	-	-	-	0%
4464	Equipment (Pre-Cap)	5,000	5,300	300	6%
4710	Food	-	-	-	0%
4720	Food:Other Food	14,000	14,840	840	6%
4990	Prior Year Adj (Mat'ls)	-	-	-	0%
4999	Misc Expenditure (Suspense)	-	-	-	0%
SUBTOTAL - Books and Supplies		279,641	276,014	(3,627)	-1%

2023-24 July Budget		Annual Budget			
MSA 3		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
Services & Other Operating Expenses					
5101	CMO Fees	863,632	795,103	(68,529)	-8%
5200	Travel - General	-	-	-	0%
5205	Conference Fees	-	-	-	0%
5210	MilesParkTolls	500	530	30	6%
5215	TravConferences	-	-	-	0%
5220	TraLodging	-	-	-	0%
5300	DuesMemberships	15,000	15,900	900	6%
5450	Other Insurance	53,973	57,211	3,238	6%
5500	OpsHousekeeping	4,000	4,240	240	6%
5510	Gas & Electric	-	-	-	0%
5610	Rent & Leases	305,526	323,858	18,332	6%
5620	EquipmentLeases	20,000	21,200	1,200	6%
5630	Reps&MaintBldng	20,000	21,200	1,200	6%
5800	ProfessServices	248,579	213,610	(34,969)	-14%
5810	Legal	50,000	26,500	(23,500)	-47%
5813	SchPrgAftSchool	140,667	152,252	11,585	-
5814	SchPrgAcadComps	-	-	-	0%
5819	SchlProgs-Other	25,000	31,500	6,500	26%
5820	Audit & CPA	8,500	9,010	510	6%
5825	DMSBusiness Svcs	-	-	-	0%
5835	Field Trips	30,000	31,800	1,800	6%
5836	FieldTrip Trans	15,000	15,900	900	6%
5840	MarkngStdtRecrt	30,000	-	(30,000)	-100%
5850	Oversight Fees	50,823	52,886	2,062	4%
5857	Payroll Fees	20,000	21,200	1,200	6%
5860	Service Fees	4,000	4,240	240	6%
5861	Prior Year Services	-	-	-	0%
5863	Prof Developmnt	15,500	16,430	930	6%
5864	Prof Dev-Other	22,502	23,852	1,350	6%
5865	Professional Development LLM	-	-	-	0%
5869	SpEd Ctrct Inst	100,567	106,601	6,034	6%
5870	Livescan	500	530	30	6%
5872	SPED Fees (incl Encroachment)	-	-	-	0%
5875	Staff Recruiting	-	-	-	0%
5884	Substitutes	120,000	106,000	(14,000)	-12%
5890	Oth Svcs Non-Inst	-	-	-	0%
5900	Communications	5,000	5,300	300	6%
5910	Communications 2	-	-	-	0%
5920	TelecomInternet	55,000	58,300	3,300	6%
5930	PostageDelivery	7,000	7,420	420	6%
5940	Technology	32,287	34,224	1,937	6%
5990	Prior Year Adj (Services)	-	-	-	0%
SUBTOTAL - Services & Other Operating Exp.		2,263,556	2,156,797	(107,963)	-5%

2023-24 July Budget		Annual Budget			
MSA 3		2022-23	Proposed July Budget	Variance	Variance as %
		Estimated Actuals		From Prior Year	
Capital Outlay & Depreciation					
6400	EquipFixed	-	-	-	0%
6900	Depreciation	119,002	126,142	7,140	6%
SUBTOTAL - Capital Outlay & Depreciation		119,002	126,142	7,140	6%
Other Outflows					
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	0%
7310	Indirect Costs	-	-	-	0%
7438	InterestExpense	-	-	-	0%
SUBTOTAL - Other Outflows		-	-	-	0%
TOTAL EXPENSES		7,360,954	7,366,704	4,546	0%

Monthly Cash Flow 2023-24

MSA-3	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	3,181,664	3,317,432	3,247,901	3,632,881	3,638,562	3,520,028	3,710,717	3,674,212	3,555,679	3,778,716	3,759,585	3,673,401	3,587,216	
Revenue														
LCFF: State Aid	206,136	206,136	206,136	206,136	206,136	206,136	206,136	206,136	247,363	247,363	247,363	247,363	247,363	2,885,899
LCFF: EPA	-	-	309,222	-	-	309,222	-	-	309,222	-	-	-	309,222	1,236,888
LCFF: ILPT	-	69,946	139,892	93,262	93,262	93,262	93,262	93,262	97,925	97,925	97,925	97,925	97,925	1,165,769
Federal Revenue	-	-	45,251	-	-	-	45,251	-	-	45,251	-	-	98,653	234,404
Other State Revenues	60,242	60,242	90,335	112,139	90,335	90,335	127,112	90,335	76,793	98,597	76,793	76,793	121,223	1,171,276
Other Local Revenues	67,415	67,415	67,415	67,415	67,415	67,415	67,415	67,415	67,415	67,415	67,415	67,415	-	808,978
Total Revenue	333,793	403,739	858,250	478,951	457,147	766,369	539,175	457,147	798,717	556,550	489,495	489,495	874,385	7,503,214
Expenses														
Certificated Salaries	108,569	220,668	220,668	220,668	220,668	220,668	220,668	220,668	220,668	220,668	220,668	220,668	178,300	2,714,222
Classified Salaries	47,611	59,514	59,514	59,514	59,514	59,514	59,514	59,514	59,514	59,514	59,514	59,514	59,514	761,774
Benefits	58,677	107,510	107,510	107,510	107,510	107,510	107,510	107,510	107,510	107,510	107,510	107,510	90,472	1,331,755
Books and Supplies	22,081	22,081	22,081	22,081	22,081	22,081	22,081	22,081	22,081	22,081	22,081	22,081	11,041	276,014
Services and Operations	165,907	165,907	165,907	165,907	165,907	165,907	165,907	165,907	165,907	165,907	165,907	165,907	165,907	2,156,797
Depreciation / Cap Outlay	10,512	10,512	10,512	10,512	10,512	10,512	10,512	10,512	10,512	10,512	10,512	10,512	-	126,142
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	413,357	586,192	586,192	586,192	586,192	586,192	586,192	586,192	586,192	586,192	586,192	586,192	505,234	7,366,704
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	449,824	224,912	224,912	224,912										1,124,560
Accounts Receivable - Current Year														-
Other Assets/Accrual Adj														-
Fixed Assets - Depreciation Addback	10,512	10,512	10,512	10,512	10,512	10,512	10,512	10,512	10,512	10,512	10,512	10,512		126,142
Fixed Assets - Acquisitions														-
Due To (From)														-
Expenses - Prior Year Accruals	(245,004)	(122,502)	(122,502)	(122,502)										(612,509)
Accounts Payable - Current Year														-
Summer Holdback for Teachers														-
Loans Payable (Current)														-
Loans Payable (Long Term)														-
Total Other Transactions	215,332	112,922	112,922	112,922	10,512	10,512	10,512	10,512	10,512	10,512	10,512	10,512		638,193
Total Change in Cash	135,768	(69,531)	384,980	5,681	(118,533)	190,689	(36,505)	(118,533)	223,037	(19,130)	(86,185)	(86,185)		774,703
ENDING CASH	3,317,432	3,247,901	3,632,881	3,638,562	3,520,028	3,710,717	3,674,212	3,555,679	3,778,716	3,759,585	3,673,401	3,587,216		<<< = 178 days cash



MSA-3 2023-24 July Budget - Summary Analysis

SUMMARY OF RESULTS

The 2023-24 July Budget update projects a budget surplus of \$136,510.

This is an increase of \$553,860 from the prior year projected deficit of (\$416,146).

This will allow MSA-3 to end this fiscal year with a balance of \$2,366,958, which is 32.1% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is \$3,247,901, which represents 161 days of operating costs on average.

The June 30, 2024 ending cash balance this fiscal year is projected to be \$3,587,216, which represents 178 days of average operating costs.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total Change from Prior Year = increase of \$558,406, or 8.0% of Prior Year revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are \$731,365 higher than in the prior year, with average daily attendance (ADA) increasing by 28.06.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal CARES Act Funding.

Federal Revenues are projected at \$21,409 higher than in the prior year.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, AB 602 State SpED, and one-time funds.

Other State Revenues are projected at (\$977,277) lower than in the prior year.

Other Local Revenues: This category includes fundraising revenue and any non-LCFF local revenue sources.

Other Local Revenues are projected at \$808,978 higher than in the prior year..

SIGNIFICANT CHANGES IN EXPENSES (Total Change from Prior Year = increase of \$4,546, or 0.1% of Prior Year expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are \$108,996 higher than in the Prior Budget, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at (\$3,627) lower than in the prior year.

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be (\$107,963) lower than in the prior year.

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at \$7,140 higher than in the prior year, reflecting updated depreciation and capital outlay projections.

2023-24 July Budget		Annual Budget			
MSA 4		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
Projected Average Daily Attendance:		94	110	16.11	17%
SUMMARY					
Revenue					
LCFF Entitlement		1,479,374	1,957,765	478,391	32%
Federal Revenue		160,658	94,566	(66,092)	-41%
Other State Revenues		660,420	298,733	(361,687)	-55%
Other Local Revenues		103,901	372,804	268,903	259%
Total Revenue		2,404,353	2,723,868	319,515	13%
Expenditures					
Certificated Salaries		1,045,383	1,124,085	78,702	8%
Classified Salaries		205,839	214,910	9,071	4%
Benefits		455,049	491,906	36,857	8%
Books and Supplies		80,237	92,965	12,728	16%
Services and Operating Exp.		688,780	707,162	17,178	2%
Depreciation & Cap Outlay		37,940	37,940	(0)	0%
Other Outflows		-	-	-	0%
Total Expenditures		2,513,229	2,668,968	154,536	6%
Net Revenues		(108,876)	54,899	164,979	
Fund Balance					
Beginning Balance (Budgeted)		1,349,017	1,240,141		
Net Revenues		(108,876)	54,899		
Ending Fund Balance		1,240,141	1,295,041		
Components of Fund Bal.					
Available For Econ. Uncert.			1,277,394	47.9% of Expenditures	
Restricted Balances (Est.)			-	0.0% of Expenditures	
Net Fixed Assets			17,647	0.7% of Expenditures	
Ending Fund Balance			1,295,041	48.5% of Expenditures	



2023-24 July Budget		Annual Budget			
MSA 4		2022-23	Proposed	Variance	Variance as %
		Estimated Actuals	July Budget	From Prior Year	

REVENUE**LCFF Entitlement**

8011	State Aid	896,700	1,221,650	324,950	36%
8012	EPA Entitlement	283,978	386,385	102,407	36%
8019	Prior Year Adjustments	-	-	-	0%
8096	InLieuPropTaxes	298,696	349,730	51,034	17%
SUBTOTAL - LCFF Entitlement		1,479,374	1,957,765	478,391	32%

Federal Revenue

8181	SpEd - Revenue	25,685	-	(25,685)	-100%
8220	SchLunchFederal	-	-	-	0%
8285	SpEd - Revenue	-	25,718	25,718	0%
8290	All Other Federal Revenue	134,973	68,848	(66,125)	-49%
8295	Prior Year Adjustments (Fed Rev)	-	-	-	0%
SUBTOTAL - Federal Revenue		160,658	94,566	(66,092)	-41%

Other State Revenue

8311	SpEd Revenue	-	-	-	0%
8520	SchoolNutrState	-	-	-	0%
8550	MandCstReimburs	4,940	6,091	1,151	23%
8560	StateLotteryRev	22,965	26,165	3,200	14%
8590	AllOthStateRev	632,515	266,477	(366,037)	-58%
8595	Prior Year Adjustments (Other State Rev)	-	-	-	0%
SUBTOTAL - Other State Revenue		660,420	298,733	(361,687)	-55%

Local Revenue

8600	Other Local Rev	1	-	(1)	-100%
8634	StudentLunchFee	-	-	-	0%
8650	Leases & Rentals	-	-	-	0%
8660	Interest	-	-	-	0%
8698	OthRev-Suspense	-	-	-	0%
8690	Prior Year Adj (Local1)	-	-	-	0%
8677	SpEd Revenue	-	97,969	97,969	0%
8699	Other Revenue	92,784	263,719	170,935	184%
8999	Misc Revenue (Suspense)	1,000	1,000	-	0%
SUBTOTAL - Local Revenue		93,785	362,688	268,903	287%

2023-24 July Budget		Annual Budget			
MSA 4		2022-23	Proposed July Budget	Variance	Variance as %
		Estimated Actuals		From Prior Year	
Fundraising & Grants					
8802	Donations - Private	7,116	7,116	-	0%
8803	Fundraising	3,000	3,000	-	0%
SUBTOTAL - Fundraising & Grants		10,116	10,116	-	0%
TOTAL REVENUE		2,404,353	2,723,868	319,515	13%
EXPENSES					
Certificated Salaries					
1100	TeacherSalaries	703,905	752,699	48,794	7%
1200	Cert Aid	122,983	139,986	17,003	14%
1300	Cert Adminis	218,495	231,400	12,905	6%
SUBTOTAL - Certificated Salaries		1,045,383	1,124,085	78,702	8%
Classified Salaries					
2100	Instructional Aides	44,239	43,740	(499)	-1%
2200	Classified Support	23,896	25,264	1,368	6%
2300	Classified Admin	-	-	-	0%
2400	Clerical & Tech	137,704	145,906	8,202	6%
2900	OtherClassStaff	-	-	-	0%
SUBTOTAL - Classified Salaries		205,839	214,910	9,071	4%
Employee Benefits					
3101	STRS-Certified	160,991	174,990	13,999	9%
3102	STRS-Classified	18,102	18,957	855	5%
3201	PERS-Cert	39,982	45,060	5,079	13%
3202	PERS-Classified	24,156	27,984	3,828	16%
3301	OASDI/Med-Cert	24,278	26,052	1,774	7%
3302	OASDI/Med-Class	8,658	9,368	710	8%
3401	HlthWelfareCert	134,959	139,914	4,955	4%
3402	HlthWelfareCert	25,413	27,023	1,610	6%
3501	UI-Certificated	2,001	5,415	3,414	171%
3502	UI-Classified	380	1,014	634	167%
3601	WorkersCmp-Cert	12,124	12,134	11	0%
3602	WorkersCmp-Class	4,005	3,995	(11)	0%
3701	Other Retirement-Cert	-	-	-	0%
3901	OthBenes-Cert	-	-	-	0%
3902	OthBenes-Class	-	-	-	0%
SUBTOTAL - Employee Benefits		455,049	491,906	36,857	8%

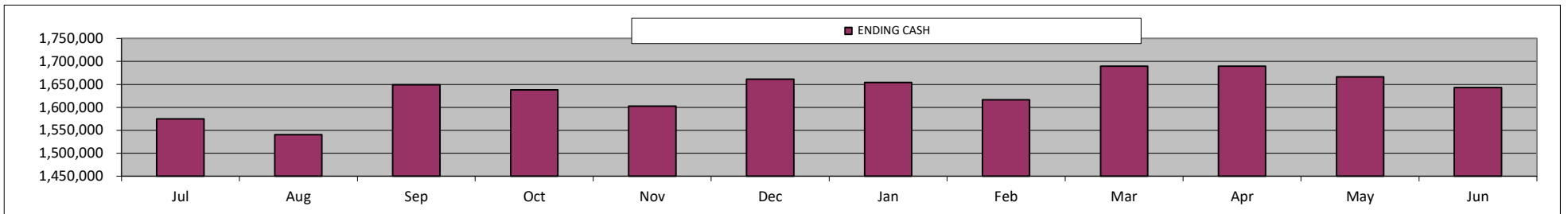
2023-24 July Budget		Annual Budget			
MSA 4		2022-23	Proposed July Budget	Variance	Variance as %
		Estimated Actuals		From Prior Year	
Books & Supplies					
4100	Text&CoreCurric	15,000	35,000	20,000	133%
4200	BooksOthRefMats	-	-	-	0%
4300	Materials and Supplies	10,085	-	(10,085)	-100%
4310	Ins Mats & Sups	5,000	5,000	-	0%
4315	OthrSupplies	-	-	-	0%
4320	Office Supplies	8,000	8,000	-	0%
4325	ProfDevMat&Sups	-	-	-	0%
4326	Arts&MusicSupps	-	-	-	0%
4335	PE Supplies	2,000	2,000	-	0%
4340	Educat Software	17,507	19,320	1,813	10%
4345	NonInstStdntSup	10,145	10,145	-	0%
4346	TeacherSupplies	1,500	1,500	-	0%
4350	Cust. Supplies	-	-	-	0%
4351	Yearbook	1,000	1,000	-	0%
4390	Uniforms	5,000	5,000	-	0%
4400	NonCapEquip-Gen	2,000	2,000	-	0%
4410	ClssrmFrmEqp<5k	-	-	-	0%
4430	OffceFurnEqp<5k	-	-	-	0%
4440	Computers <\$5k	-	-	-	0%
4461	Fixed Asset Susp (Imp)	-	-	-	0%
4464	Equipment (Pre-Cap)	-	-	-	0%
4710	Food	1,000	1,000	-	0%
4720	Food:Other Food	2,000	3,000	1,000	50%
4990	Prior Year Adj (Mat'ls)	-	-	-	0%
4999	Misc Expenditure (Suspense)	-	-	-	0%
SUBTOTAL - Books and Supplies		80,237	92,965	12,728	16%

2023-24 July Budget		Annual Budget			
MSA 4		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
Services & Other Operating Expenses					
5101	CMO Fees	172,726	172,849	123	0%
5200	Travel - General	-	-	-	0%
5205	Conference Fees	-	-	-	0%
5210	MilesParkTolls	500	500	-	0%
5215	TravConferences	-	-	-	0%
5220	TraLodging	500	500	-	0%
5300	DuesMemberships	7,000	7,000	-	0%
5450	Other Insurance	17,555	17,555	-	0%
5500	OpsHousekeeping	8,000	8,000	-	0%
5510	Gas & Electric	-	-	-	0%
5610	Rent & Leases	88,532	138,309	49,777	56%
5620	EquipmentLeases	6,200	6,200	-	0%
5630	Reps&MaintBldng	3,500	3,500	-	0%
5800	ProfessServices	119,957	84,266	(35,691)	-30%
5810	Legal	10,000	10,000	-	0%
5813	SchPrgAftSchool	-	-	-	0%
5814	SchPrgAcadComps	-	-	-	0%
5819	SchlProgs-Other	3,500	3,500	-	0%
5820	Audit & CPA	9,000	9,000	-	0%
5825	DMSBusiness Svcs	-	-	-	0%
5835	Field Trips	10,000	10,000	-	0%
5836	FieldTrip Trans	76,000	76,000	-	0%
5840	MarkngStdtRecrt	10,000	10,000	-	0%
5850	Oversight Fees	15,403	19,578	4,174	27%
5857	Payroll Fees	9,000	9,000	-	0%
5860	Service Fees	1,000	1,000	-	0%
5861	Prior Year Services	-	-	-	0%
5863	Prof Developmnt	7,500	7,500	-	0%
5864	Prof Dev-Other	21,131	21,131	-	0%
5865	Professional Development LLM	-	-	-	0%
5869	SpEd Ctrct Inst	25,196	25,196	0	0%
5870	Livescan	300	300	-	0%
5872	SPED Fees (incl Encroachment)	14,489	14,489	(0)	0%
5875	Staff Recruiting	-	-	-	0%
5884	Substitutes	10,000	10,000	-	0%
5890	Oth Svcs Non-Inst	-	-	-	0%
5900	Communications	3,000	3,000	-	0%
5910	Communications 2	-	-	-	0%
5920	TelecomInternet	25,000	25,000	-	0%
5930	PostageDelivery	3,000	3,000	-	0%
5940	Technology	10,791	10,790	(1)	0%
5990	Prior Year Adj (Services)	-	-	-	0%
SUBTOTAL - Services & Other Operating Exp.		688,780	707,162	17,178	2%

2023-24 July Budget		Annual Budget			
MSA 4		2022-23	Proposed July Budget	Variance	Variance as %
		Estimated Actuals		From Prior Year	
Capital Outlay & Depreciation					
6400	EquipFixed	-	-	-	0%
6900	Depreciation	37,940	37,940	(0)	0%
SUBTOTAL - Capital Outlay & Depreciation		37,940	37,940	(0)	0%
Other Outflows					
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	0%
7310	Indirect Costs	-	-	-	0%
7438	InterestExpense	-	-	-	0%
SUBTOTAL - Other Outflows		-	-	-	0%
TOTAL EXPENSES		2,513,229	2,668,968	154,536	6%

Monthly Cash Flow 2023-24

MSA-4	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	1,544,305	1,574,466	1,540,393	1,648,971	1,638,160	1,602,508	1,661,586	1,653,912	1,616,395	1,689,528	1,689,817	1,666,354	1,642,891	
Revenue														
LCFF: State Aid	87,261	87,261	87,261	87,261	87,261	87,261	87,261	87,261	104,713	104,713	104,713	104,713	104,713	1,221,650
LCFF: EPA	-	-	96,596	-	-	96,596	-	-	96,596	-	-	-	96,596	386,385
LCFF: ILPT	-	20,984	41,968	27,978	27,978	27,978	27,978	27,978	29,377	29,377	29,377	29,377	29,377	349,730
Federal Revenue	3,378	4,778	19,190	3,844	3,844	1,978	19,190	1,978	1,978	19,190	1,978	1,978	11,258	94,566
Other State Revenues	13,324	13,324	23,983	30,524	23,983	23,983	36,615	23,983	19,186	25,728	19,186	19,186	25,728	298,733
Other Local Revenues	31,067	31,067	31,067	31,067	31,067	31,067	31,067	31,067	31,067	31,067	31,067	31,067	-	372,804
Total Revenue	135,030	157,414	300,065	180,675	174,133	268,864	202,111	172,267	282,918	210,075	186,322	186,322	267,672	2,723,868
Expenses														
Certificated Salaries	44,963	91,389	91,389	91,389	91,389	91,389	91,389	91,389	91,389	91,389	91,389	91,389	73,842	1,124,085
Classified Salaries	13,432	16,790	16,790	16,790	16,790	16,790	16,790	16,790	16,790	16,790	16,790	16,790	16,790	214,910
Benefits	21,237	39,772	39,772	39,772	39,772	39,772	39,772	39,772	39,772	39,772	39,772	39,772	33,177	491,906
Books and Supplies	7,437	7,437	7,437	7,437	7,437	7,437	7,437	7,437	7,437	7,437	7,437	7,437	3,719	92,965
Services and Operations	54,397	54,397	54,397	54,397	54,397	54,397	54,397	54,397	54,397	54,397	54,397	54,397	54,397	707,162
Depreciation / Cap Outlay	3,162	3,162	3,162	3,162	3,162	3,162	3,162	3,162	3,162	3,162	3,162	3,162	-	37,940
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	144,629	212,947	212,947	212,947	212,947	212,947	212,947	212,947	212,947	212,947	212,947	212,947	181,924	2,668,968
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	114,030	57,015	57,015	57,015										285,075
Accounts Receivable - Current Year														-
Other Assets/Accrual Adj														-
Fixed Assets - Depreciation Addback	3,162	3,162	3,162	3,162	3,162	3,162	3,162	3,162	3,162	3,162	3,162	3,162		37,940
Fixed Assets - Acquisitions														-
Due To (From)														-
Expenses - Prior Year Accruals	(77,432)	(38,716)	(38,716)	(38,716)										(193,581)
Accounts Payable - Current Year														-
Summer Holdback for Teachers														-
Loans Payable (Current)														-
Loans Payable (Long Term)														-
Total Other Transactions	39,759	21,460	21,460	21,460	3,162	3,162	3,162	3,162	3,162	3,162	3,162	3,162		129,434
Total Change in Cash	30,161	(34,073)	108,578	(10,812)	(35,652)	59,078	(7,674)	(37,518)	73,133	290	(23,463)	(23,463)		184,333
ENDING CASH	1,574,466	1,540,393	1,648,971	1,638,160	1,602,508	1,661,586	1,653,912	1,616,395	1,689,528	1,689,817	1,666,354	1,642,891		<<< = 225 days cash



MSA-4 2023-24 July Budget - Summary Analysis

SUMMARY OF RESULTS

The 2023-24 July Budget update projects a budget surplus of \$54,899.

This is an increase of \$164,979 from the prior year projected deficit of (\$108,876).

This will allow MSA-4 to end this fiscal year with a balance of \$1,295,041, which is 48.5% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is \$1,540,393, which represents 211 days of operating costs on average.

The June 30, 2024 ending cash balance this fiscal year is projected to be \$1,642,891, which represents 225 days of average operating costs.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total Change from Prior Year = increase of \$319,515, or 13.3% of Prior Year revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are \$478,391 higher than in the prior year, with average daily attendance (ADA) increasing by 16.11.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal CARES Act Funding.

Federal Revenues are projected at (\$66,092) lower than in the prior year.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, AB 602 State SpED, and one-time funds.

Other State Revenues are projected at (\$361,687) lower than in the prior year.

Other Local Revenues: This category includes fundraising revenue and any non-LCFF local revenue sources.

Other Local Revenues are projected at \$372,804 higher than in the prior year..

SIGNIFICANT CHANGES IN EXPENSES (Total Change from Prior Year = increase of \$154,536, or 6.1% of Prior Year expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are \$124,630 higher than in the Prior Budget, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at \$12,728 higher than in the prior year.

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be \$17,178 higher than in the prior year.

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at (\$0) lower than in the prior year, reflecting stable depreciation and capital outlay projections.

2023-24 July Budget		Annual Budget			
MSA 5		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
Projected Average Daily Attendance:		212	217	5.67	3%
SUMMARY					
Revenue					
LCFF Entitlement		3,079,032	3,435,411	356,379	12%
Federal Revenue		478,840	468,526	(10,314)	-2%
Other State Revenues		1,195,751	901,003	(294,749)	-25%
Other Local Revenues		29,714	510,046	480,332	1616%
Total Revenue		4,783,338	5,314,986	531,648	11%
Expenditures					
Certificated Salaries		1,658,423	1,812,730	154,307	9%
Classified Salaries		496,292	606,127	109,835	22%
Benefits		793,705	891,883	98,178	12%
Books and Supplies		210,382	235,185	24,803	12%
Services and Operating Exp.		1,260,215	1,479,431	219,216	17%
Depreciation & Cap Outlay		83,857	88,888	5,031	6%
Other Outflows		-	-	-	0%
Total Expenditures		4,502,873	5,114,244	611,371	14%
Net Revenues		280,464	200,742	(79,723)	
Fund Balance					
Beginning Balance (Budgeted)		3,694,602	3,975,066		
Net Revenues		280,464	200,742		
Ending Fund Balance		3,975,066	4,175,808		
Components of Fund Bal.					
Available For Econ. Uncert.			3,420,369	66.9% of Expenditures	
Restricted Balances (Est.)			63,177	1.2% of Expenditures	
Net Fixed Assets			692,262	13.5% of Expenditures	
Ending Fund Balance			4,175,808	81.7% of Expenditures	



2023-24 July Budget		Annual Budget			
MSA 5		2022-23	Proposed	Variance	Variance as %
		Estimated Actuals	July Budget	From Prior Year	

REVENUE**LCFF Entitlement**

8011	State Aid	1,748,430	1,998,555	250,125	14%
8012	EPA Entitlement	611,342	729,438	118,096	19%
8019	Prior Year Adjustments	-	-	-	0%
8096	InLieuPropTaxes	719,260	707,418	(11,842)	-2%
SUBTOTAL - LCFF Entitlement		3,079,032	3,435,411	356,379	12%

Federal Revenue

8181	SpEd - Revenue	28,373	33,323	4,950	17%
8220	SchLunchFederal	-	-	-	0%
8285	SpEd - Revenue	-	-	-	0%
8290	All Other Federal Revenue	450,467	435,203	(15,264)	-3%
8295	Prior Year Adjustments (Fed Rev)	-	-	-	0%
SUBTOTAL - Federal Revenue		478,840	468,526	(10,314)	-2%

Other State Revenue

8311	SpEd Revenue	168,479	187,211	18,732	11%
8520	SchoolNutrState	-	-	-	0%
8550	MandCstReimburs	7,992	8,592	600	8%
8560	StateLotteryRev	53,586	51,545	(2,041)	-4%
8590	AllOthStateRev	965,694	653,654	(312,040)	-32%
8595	Prior Year Adjustments (Other State Rev)	-	-	-	0%
SUBTOTAL - Other State Revenue		1,195,751	901,003	(294,749)	-25%

Local Revenue

8600	Other Local Rev	-	-	-	0%
8660	Interest	12,000	12,000	-	0%
8698	OthRev-Suspense	-	-	-	0%
8690	Prior Year Adj (Local1)	-	-	-	0%
8677	SpEd Revenue	-	-	-	0%
8699	Other Revenue	3,001	483,333	480,332	16006%
8999	Misc Revenue (Suspense)	-	-	-	0%
SUBTOTAL - Local Revenue		15,001	495,333	480,332	3202%

2023-24 July Budget		Annual Budget			
MSA 5		2022-23	Proposed	Variance	Variance as %
		Estimated Actuals	July Budget	From Prior Year	
Fundraising & Grants					
8802	Donations - Private	7,116	7,116	-	0%
8803	Fundraising	7,597	7,597	-	0%
SUBTOTAL - Fundraising & Grants		14,713	14,713	-	0%
TOTAL REVENUE		4,783,338	5,314,986	531,648	11%
EXPENSES					
Certificated Salaries					
1100	TeacherSalaries	1,174,864	1,277,428	102,564	9%
1200	Cert Aid	139,969	162,814	22,845	16%
1300	Cert Adminis	343,590	372,488	28,898	8%
SUBTOTAL - Certificated Salaries		1,658,423	1,812,730	154,307	9%
Classified Salaries					
2100	Instructional Aides	267,662	349,596	81,935	31%
2200	Classified Support	109,828	128,464	18,636	17%
2300	Classified Admin	-	-	-	0%
2400	Clerical & Tech	118,802	128,066	9,264	8%
2900	OtherClassStaff	-	-	-	0%
SUBTOTAL - Classified Salaries		496,292	606,127	109,835	22%
Employee Benefits					
3101	STRS-Certified	263,798	284,562	20,764	8%
3102	STRS-Classified	57,429	71,302	13,873	24%
3201	PERS-Cert	34,661	45,596	10,936	32%
3202	PERS-Classified	37,318	44,456	7,138	19%
3301	OASDI/Med-Cert	30,478	34,522	4,044	13%
3302	OASDI/Med-Class	15,613	18,009	2,396	15%
3401	HlthWelfareCert	229,949	252,753	22,804	10%
3402	HlthWelfareCert	61,331	73,201	11,869	19%
3501	UI-Certificated	7,589	8,294	705	9%
3502	UI-Classified	2,239	2,690	451	20%
3601	WorkersCmp-Cert	37,335	39,152	1,817	5%
3602	WorkersCmp-Class	15,965	17,346	1,381	9%
3701	Other Retirement-Cert	-	-	-	0%
3901	OthBenes-Cert	-	-	-	0%
3902	OthBenes-Class	-	-	-	0%
SUBTOTAL - Employee Benefits		793,705	891,883	98,178	12%

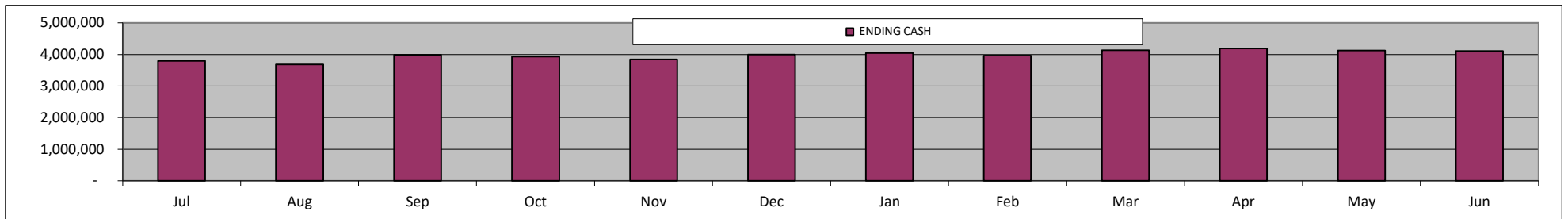
2023-24 July Budget		Annual Budget			
MSA 5		2022-23	Proposed July Budget	Variance	Variance as %
		Estimated Actuals		From Prior Year	
Books & Supplies					
4100	Text&CoreCurric	20,000	21,200	1,200	6%
4200	BooksOthRefMats	8,500	9,010	510	6%
4300	Materials and Supplies	1,500	5,000	3,500	233%
4310	Ins Mats & Sups	9,001	9,541	540	6%
4315	OthrSupplies	1,000	1,060	60	6%
4320	Office Supplies	17,000	18,020	1,020	6%
4325	ProfDevMat&Sups	-	-	-	0%
4326	Arts&MusicSupps	4,000	4,240	240	6%
4335	PE Supplies	17,000	18,020	1,020	6%
4340	Educat Software	43,498	50,658	7,160	16%
4345	NonInstStdntSup	27,883	29,556	1,673	6%
4346	TeacherSupplies	6,000	6,360	360	6%
4350	Cust. Supplies	1,000	1,060	60	6%
4351	Yearbook	-	-	-	0%
4390	Uniforms	13,000	13,780	780	6%
4400	NonCapEquip-Gen	1,000	1,060	60	6%
4410	ClssrmFrmEqp<5k	1,000	1,060	60	6%
4430	OffceFurnEqp<5k	4,000	4,240	240	6%
4440	Computers <\$5k	13,000	13,780	780	6%
4461	Fixed Asset Susp (Imp)	-	-	-	0%
4464	Equipment (Pre-Cap)	7,000	7,420	420	6%
4710	Food	5,000	6,000	1,000	20%
4720	Food:Other Food	10,000	14,120	4,120	41%
4990	Prior Year Adj (Mat'ls)	-	-	-	0%
4999	Misc Expenditure (Suspense)	-	-	-	0%
SUBTOTAL - Books and Supplies		210,382	235,185	24,803	12%

2023-24 July Budget		Annual Budget			
MSA 5		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
Services & Other Operating Expenses					
5101	CMO Fees	225,296	207,418	(17,878)	-8%
5200	Travel - General	-	-	-	0%
5205	Conference Fees	1,500	1,590	90	6%
5210	MilesParkTolls	1,000	1,060	60	6%
5215	TravConferences	-	-	-	0%
5220	TraLodging	4,000	4,240	240	6%
5300	DuesMemberships	10,000	10,600	600	6%
5450	Other Insurance	41,010	43,471	2,461	6%
5500	OpsHousekeeping	10,000	10,600	600	6%
5510	Gas & Electric	10,000	10,600	600	6%
5610	Rent & Leases	201,487	213,576	12,089	6%
5620	EquipmentLeases	5,000	5,300	300	6%
5630	Reps&MaintBldng	130,000	137,800	7,800	6%
5800	ProfessServices	167,082	353,868	186,786	112%
5810	Legal	20,000	21,200	1,200	6%
5813	SchPrgAftSchool	-	-	-	0%
5814	SchPrgAcadComps	-	-	-	0%
5819	SchlProgs-Other	57,817	60,036	2,219	4%
5820	Audit & CPA	9,000	9,540	540	6%
5825	DMSBusiness Svcs	-	-	-	0%
5835	Field Trips	39,085	41,430	2,345	6%
5836	FieldTrip Trans	6,000	6,360	360	6%
5840	MarkngStdtRecrt	40,000	42,400	2,400	6%
5850	Oversight Fees	32,894	34,354	1,461	4%
5857	Payroll Fees	15,000	15,900	900	6%
5860	Service Fees	1,000	1,060	60	6%
5861	Prior Year Services	-	-	-	0%
5863	Prof Developmnt	16,337	17,317	980	6%
5864	Prof Dev-Other	15,000	15,900	900	6%
5865	Professional Development LLM	-	-	-	0%
5869	SpEd Ctrct Inst	122,875	130,247	7,373	6%
5870	Livescan	750	795	45	6%
5872	SPED Fees (incl Encroachment)	-	-	-	0%
5875	Staff Recruiting	-	-	-	0%
5884	Substitutes	30,000	31,800	1,800	6%
5890	Oth Svcs Non-Inst	-	-	-	0%
5900	Communications	3,000	3,180	180	6%
5910	Communications 2	-	-	-	0%
5920	TelecomInternet	20,000	21,200	1,200	6%
5930	PostageDelivery	4,000	4,240	240	6%
5940	Technology	21,083	22,348	1,265	6%
5990	Prior Year Adj (Services)	-	-	-	0%
SUBTOTAL - Services & Other Operating Exp.		1,260,215	1,479,431	219,216	17%

2023-24 July Budget		Annual Budget			
MSA 5		2022-23	Proposed July Budget	Variance	Variance as %
		Estimated Actuals		From Prior Year	
Capital Outlay & Depreciation					
6400	EquipFixed	-	-	-	0%
6900	Depreciation	83,857	88,888	5,031	6%
SUBTOTAL - Capital Outlay & Depreciation		83,857	88,888	5,031	6%
Other Outflows					
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	0%
7310	Indirect Costs	-	-	-	0%
7438	InterestExpense	-	-	-	0%
SUBTOTAL - Other Outflows		-	-	-	0%
TOTAL EXPENSES		4,502,873	5,114,244	611,371	14%

Monthly Cash Flow 2023-24

MSA-5	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	3,820,468	3,798,007	3,686,609	3,990,539	3,932,321	3,847,010	3,999,635	4,044,603	3,959,292	4,131,532	4,187,522	4,121,825	4,111,706	
Revenue														
LCFF: State Aid	142,754	142,754	142,754	142,754	142,754	142,754	142,754	142,754	171,305	171,305	171,305	171,305	171,305	1,998,555
LCFF: EPA	-	-	182,360	-	-	182,360	-	-	182,360	-	-	-	182,360	729,438
LCFF: ILPT	-	42,445	84,890	56,593	56,593	56,593	56,593	56,593	59,423	59,423	59,423	59,423	59,423	707,418
Federal Revenue	-	-	108,801	-	-	-	108,801	-	-	108,801	-	-	142,124	468,526
Other State Revenues	46,055	46,055	72,201	85,087	72,201	72,201	93,679	72,201	60,435	73,322	60,435	60,435	86,694	901,003
Other Local Revenues	42,504	42,504	42,504	42,504	42,504	42,504	42,504	42,504	42,504	42,504	42,504	42,504	-	510,046
Total Revenue	231,313	273,758	633,509	326,939	314,052	496,412	444,331	314,052	516,027	455,354	333,667	333,667	641,905	5,314,986
Expenses														
Certificated Salaries	72,509	147,376	147,376	147,376	147,376	147,376	147,376	147,376	147,376	147,376	147,376	147,376	119,080	1,812,730
Classified Salaries	37,883	47,354	47,354	47,354	47,354	47,354	47,354	47,354	47,354	47,354	47,354	47,354	47,354	606,127
Benefits	39,179	72,016	72,016	72,016	72,016	72,016	72,016	72,016	72,016	72,016	72,016	72,016	60,525	891,883
Books and Supplies	18,815	18,815	18,815	18,815	18,815	18,815	18,815	18,815	18,815	18,815	18,815	18,815	9,407	235,185
Services and Operations	113,802	113,802	113,802	113,802	113,802	113,802	113,802	113,802	113,802	113,802	113,802	113,802	113,802	1,479,431
Depreciation / Cap Outlay	7,407	7,407	7,407	7,407	7,407	7,407	7,407	7,407	7,407	7,407	7,407	7,407	-	88,888
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	289,595	406,771	406,771	406,771	406,771	406,771	406,771	406,771	406,771	406,771	406,771	406,771	350,168	5,114,244
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	251,024	125,512	125,512	125,512										627,559
Accounts Receivable - Current Year														-
Other Assets/Accrual Adj														-
Fixed Assets - Depreciation Addback	7,407	7,407	7,407	7,407	7,407	7,407	7,407	7,407	7,407	7,407	7,407	7,407		88,888
Fixed Assets - Acquisitions														-
Due To (From)														-
Expenses - Prior Year Accruals	(222,609)	(111,304)	(111,304)	(111,304)										(556,522)
Accounts Payable - Current Year														-
Summer Holdback for Teachers														-
Loans Payable (Current)														-
Loans Payable (Long Term)			55,577	-	-	55,577	-	-	55,577	-	-	55,577		222,308
Total Other Transactions	35,822	21,615	77,192	21,615	7,407	62,984	7,407	7,407	62,984	7,407	7,407	62,984		382,233
Total Change in Cash	(22,460)	(111,398)	303,930	(58,218)	(85,311)	152,625	44,968	(85,311)	172,240	55,990	(65,697)	(10,120)		582,975
ENDING CASH	3,798,007	3,686,609	3,990,539	3,932,321	3,847,010	3,999,635	4,044,603	3,959,292	4,131,532	4,187,522	4,121,825	4,111,706	<<< = 293 days cash	



MSA-5 2023-24 July Budget - Summary Analysis

SUMMARY OF RESULTS

The 2023-24 July Budget update projects a budget surplus of \$200,742.

This is a decrease of (\$79,723) from the prior year projected surplus of \$280,464.

This will allow MSA-5 to end this fiscal year with a balance of \$4,175,808, which is 81.7% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is \$3,686,609, which represents 263 days of operating costs on average.

The June 30, 2024 ending cash balance this fiscal year is projected to be \$4,111,706, which represents 293 days of average operating costs.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total Change from Prior Year = increase of \$531,648, or 11.1% of Prior Year revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are \$356,379 higher than in the prior year, with average daily attendance (ADA) increasing by 5.67.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal CARES Act Funding.

Federal Revenues are projected at (\$10,314) lower than in the prior year.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, AB 602 State SpED, and one-time funds.

Other State Revenues are projected at (\$294,749) lower than in the prior year.

Other Local Revenues: This category includes fundraising revenue and any non-LCFF local revenue sources.

Other Local Revenues are projected at \$480,332 higher than in the prior year..

SIGNIFICANT CHANGES IN EXPENSES (Total Change from Prior Year = increase of \$611,371, or 13.6% of Prior Year expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are \$362,320 higher than in the prior year, reflecting budget adjustments to address changes.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at \$24,803 higher than in the prior year.

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be \$219,216 higher than in the prior year.

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at \$5,031 higher than in the prior year, reflecting updated depreciation and encroachment projections.



2023-24 July Budget		Annual Budget		
MSA 6	2022-23	Proposed July Budget	Variance	Variance as %
	Estimated Actuals		From Prior Year	
Projected Average Daily Attendance:	84	101	17.01	20%
SUMMARY				
Revenue				
LCFF Entitlement	1,104,514	1,510,472	405,958	37%
Federal Revenue	205,552	119,229	(86,323)	-42%
Other State Revenues	592,744	512,860	(79,884)	-13%
Other Local Revenues	95,518	330,513	234,995	246%
Total Revenue	1,998,328	2,473,074	474,746	24%
Expenditures				
Certificated Salaries	842,429	893,930	51,501	6%
Classified Salaries	225,908	227,041	1,134	1%
Benefits	367,197	400,436	33,240	9%
Books and Supplies	105,196	79,652	(25,544)	-24%
Services and Operating Exp.	803,188	813,242	10,055	1%
Depreciation & Cap Outlay	32,993	34,973	1,980	6%
Other Outflows	-	-	-	0%
Total Expenditures	2,376,910	2,449,274	72,364	3%
Net Revenues	(378,582)	23,799	402,381	
Fund Balance				
Beginning Balance (Budgeted)	2,440,121	2,061,539		
Net Revenues	(378,582)	23,799		
Ending Fund Balance	2,061,539	2,085,338		
Components of Fund Bal.				
Available For Econ. Uncert.		2,047,378	83.6% of Expenditures	
Restricted Balances (Est.)		31,819	1.3% of Expenditures	
Net Fixed Assets		6,141	0.3% of Expenditures	
Ending Fund Balance		2,085,338	85.1% of Expenditures	



2023-24 July Budget		Annual Budget			
MSA 6		2022-23	Proposed July Budget	Variance	Variance as %
		Estimated Actuals		From Prior Year	
REVENUE					
LCFF Entitlement					
8011	State Aid	606,108	866,228	260,120	43%
8012	EPA Entitlement	231,705	323,658	91,953	40%
8019	Prior Year Adjustments	-	-	-	0%
8096	InLieuPropTaxes	266,701	320,586	53,885	20%
SUBTOTAL - LCFF Entitlement		1,104,514	1,510,472	405,958	37%
Federal Revenue					
8181	SpEd - Revenue	22,260	-	(22,260)	-100%
8220	SchLunchFederal	-	-	-	0%
8285	SpEd - Revenue	-	22,289	22,289	0%
8290	All Other Federal Revenue	183,292	96,940	(86,352)	-47%
8295	Prior Year Adjustments (Fed Rev)	-	-	-	0%
SUBTOTAL - Federal Revenue		205,552	119,229	(86,323)	-42%
Other State Revenue					
8311	SpEd Revenue	-	-	-	0%
8520	SchoolNutrState	-	-	-	0%
8550	MandCstReimburs	1,585	2,009	424	27%
8560	StateLotteryRev	20,489	23,984	3,495	17%
8590	AllOthStateRev	570,670	486,867	(83,803)	-15%
8595	Prior Year Adjustments (Other State Rev)	-	-	-	0%
SUBTOTAL - Other State Revenue		592,744	512,860	(79,884)	-13%
Local Revenue					
8600	Other Local Rev	-	-	-	0%
8634	StudentLunchFee	-	-	-	0%
8650	Leases & Rentals	-	-	-	0%
8660	Interest	-	-	-	0%
8698	OthRev-Suspense	-	-	-	0%
8690	Prior Year Adj (Local1)	-	-	-	0%
8677	SpEd Revenue	-	89,805	89,805	0%
8699	Other Revenue	84,402	221,592	137,190	163%
8999	Misc Revenue (Suspense)	-	-	-	0%
SUBTOTAL - Local Revenue		84,402	311,397	226,995	269%

2023-24 July Budget		Annual Budget			
MSA 6		2022-23	Proposed July Budget	Variance	Variance as %
		Estimated Actuals		From Prior Year	
Fundraising & Grants					
8802	Donations - Private	7,116	7,116	-	0%
8803	Fundraising	4,000	12,000	8,000	200%
SUBTOTAL - Fundraising & Grants		11,116	19,116	8,000	72%
TOTAL REVENUE		1,998,328	2,473,074	474,746	24%
EXPENSES					
Certificated Salaries					
1100	TeacherSalaries	617,857	658,068	40,211	7%
1200	Cert Aid	11,528	12,738	1,210	10%
1300	Cert Adminis	213,044	223,124	10,080	5%
SUBTOTAL - Certificated Salaries		842,429	893,930	51,501	6%
Classified Salaries					
2100	Instructional Aides	31,486	18,881	(12,605)	-40%
2200	Classified Support	114,159	123,172	9,013	8%
2300	Classified Admin	-	-	-	0%
2400	Clerical & Tech	80,262	84,988	4,726	6%
2900	OtherClassStaff	-	-	-	0%
SUBTOTAL - Classified Salaries		225,908	227,041	1,134	1%
Employee Benefits					
3101	STRS-Certified	131,104	144,408	13,304	10%
3102	STRS-Classified	15,987	14,393	(1,594)	-10%
3201	PERS-Cert	18,950	18,951	1	0%
3202	PERS-Classified	31,563	36,855	5,292	17%
3301	OASDI/Med-Cert	15,667	16,332	665	4%
3302	OASDI/Med-Class	10,731	11,535	804	7%
3401	HlthWelfareCert	94,674	103,191	8,517	9%
3402	HlthWelfareCert	27,342	29,186	1,843	7%
3501	UI-Certificated	1,522	4,131	2,609	171%
3502	UI-Classified	416	1,059	643	154%
3601	WorkersCmp-Cert	13,656	14,540	884	6%
3602	WorkersCmp-Class	5,584	5,855	270	5%
3701	Other Retirement-Cert	-	-	-	0%
3901	OthBenes-Cert	-	-	-	0%
3902	OthBenes-Class	-	-	-	0%
SUBTOTAL - Employee Benefits		367,197	400,436	33,240	9%

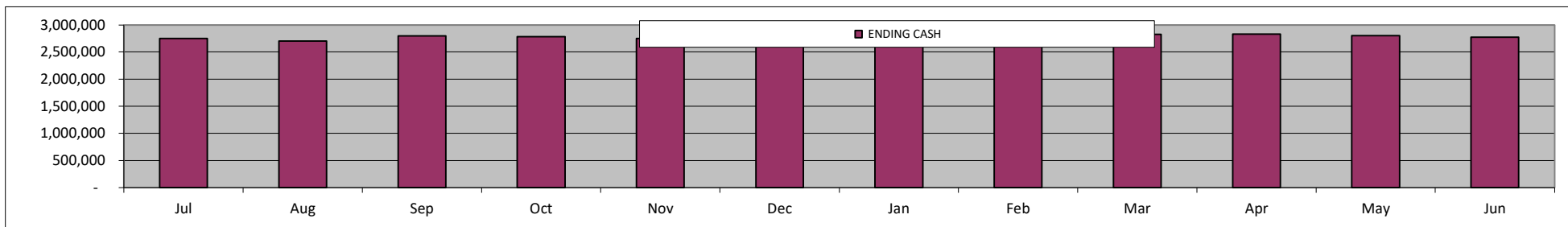
2023-24 July Budget		Annual Budget			
MSA 6		2022-23	Proposed July Budget	Variance	Variance as %
		Estimated Actuals		From Prior Year	
Books & Supplies					
4100	Text&CoreCurric	20,000	21,200	1,200	6%
4200	BooksOthRefMats	-	-	-	0%
4300	Materials and Supplies	20,085	-	(20,085)	-100%
4310	Ins Mats & Sups	2,000	2,120	120	6%
4315	OthrSupplies	-	-	-	0%
4320	Office Supplies	4,000	4,240	240	6%
4325	ProfDevMat&Sups	-	-	-	0%
4326	Arts&MusicSupps	1,300	1,378	78	6%
4335	PE Supplies	1,000	1,060	60	6%
4340	Educat Software	26,115	21,356	(4,759)	-18%
4345	NonInstStdntSup	10,196	10,808	612	6%
4346	TeacherSupplies	5,000	5,300	300	6%
4350	Cust. Supplies	2,000	2,120	120	6%
4351	Yearbook	2,000	-	(2,000)	-100%
4390	Uniforms	4,000	4,240	240	6%
4400	NonCapEquip-Gen	1,000	1,060	60	6%
4410	ClssrmFrnEqp<5k	-	-	-	0%
4430	OffceFurnEqp<5k	500	530	30	6%
4440	Computers <\$5k	1,000	-	(1,000)	-100%
4461	Fixed Asset Susp (Imp)	-	-	-	0%
4464	Equipment (Pre-Cap)	-	-	-	0%
4710	Food	1,000	-	(1,000)	-100%
4720	Food:Other Food	4,000	4,240	240	6%
4990	Prior Year Adj (Mat'ls)	-	-	-	0%
4999	Misc Expenditure (Suspense)	-	-	-	0%
SUBTOTAL - Books and Supplies		105,196	79,652	(25,544)	-24%

2023-24 July Budget		Annual Budget			
MSA 6		2022-23	Proposed July Budget	Variance	Variance as %
		Estimated Actuals		From Prior Year	
Services & Other Operating Expenses					
5101	CMO Fees	247,824	172,849	(74,975)	-30%
5200	Travel - General	-	-	-	0%
5205	Conference Fees	500	530	30	6%
5210	MilesParkTolls	500	530	30	6%
5215	TravConferences	-	-	-	0%
5220	TraLodging	500	530	30	6%
5300	DuesMemberships	2,500	2,650	150	6%
5450	Other Insurance	20,785	22,033	1,247	6%
5500	OpsHousekeeping	13,000	13,780	780	6%
5510	Gas & Electric	500	530	30	6%
5610	Rent & Leases	73,947	131,464	57,517	78%
5620	EquipmentLeases	7,200	7,632	432	6%
5630	Reps&MaintBldng	2,000	2,120	120	6%
5800	ProfessServices	115,872	114,573	(1,299)	-1%
5810	Legal	5,000	8,500	3,500	70%
5813	SchPrgAftSchool	54,972	66,228	11,256	20%
5814	SchPrgAcadComps	-	-	-	0%
5819	SchlProgs-Other	2,000	2,120	120	6%
5820	Audit & CPA	9,000	9,540	540	6%
5825	DMSBusinessSvcs	-	-	-	0%
5835	Field Trips	3,000	-	(3,000)	-100%
5836	FieldTrip Trans	104,000	120,000	16,000	15%
5840	MarkngStdtRecrt	13,000	530	(12,470)	-96%
5850	Oversight Fees	11,170	15,105	3,935	35%
5857	Payroll Fees	9,000	9,540	540	6%
5860	Service Fees	1,500	1,590	90	6%
5861	Prior Year Services	-	-	-	0%
5863	Prof Developmnt	32,599	20,555	(12,044)	-37%
5864	Prof Dev-Other	4,703	4,985	282	6%
5865	Professional Development LLM	-	-	-	0%
5869	SpEd Ctrct Inst	21,771	23,077	1,306	6%
5870	Livescan	400	424	24	6%
5872	SPED Fees (incl Encroachment)	14,950	19,575	4,625	31%
5875	Staff Recruiting	-	-	-	0%
5884	Substitutes	5,000	5,300	300	6%
5890	OthSvcsNon-Inst	-	-	-	0%
5900	Communications	1,500	1,590	90	6%
5910	Communications 2	-	-	-	0%
5920	TelecomInternet	10,000	20,000	10,000	100%
5930	PostageDelivery	1,000	1,060	60	6%
5940	Technology	13,494	14,303	810	6%
5990	Prior Year Adj (Services)	-	-	-	0%
SUBTOTAL - Services & Other Operating Exp.		803,188	813,242	10,055	1%

2023-24 July Budget		Annual Budget			
MSA 6		2022-23	Proposed July Budget	Variance	Variance as %
		Estimated Actuals		From Prior Year	
Capital Outlay & Depreciation					
6400	EquipFixed	-	-	-	0%
6900	Depreciation	32,993	34,973	1,980	6%
SUBTOTAL - Capital Outlay & Depreciation		32,993	34,973	1,980	6%
Other Outflows					
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	0%
7310	Indirect Costs	-	-	-	0%
7438	InterestExpense	-	-	-	0%
SUBTOTAL - Other Outflows		-	-	-	0%
TOTAL EXPENSES		2,376,910	2,449,274	72,364	3%

Monthly Cash Flow 2023-24

MSA-6	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	2,754,601	2,750,603	2,702,342	2,797,941	2,781,562	2,750,526	2,800,405	2,801,609	2,770,573	2,825,345	2,829,434	2,803,291	2,777,149	
Revenue														
LCFF: State Aid	61,873	61,873	61,873	61,873	61,873	61,873	61,873	61,873	74,248	74,248	74,248	74,248	74,248	866,228
LCFF: EPA	-	-	80,915	-	-	80,915	-	-	80,915	-	-	-	80,915	323,658
LCFF: ILPT	-	19,235	38,470	25,647	25,647	25,647	25,647	25,647	26,929	26,929	26,929	26,929	26,929	320,586
Federal Revenue	1,715	1,715	25,950	1,715	1,715	1,715	25,950	1,715	1,715	25,950	1,715	1,715	25,950	119,229
Other State Revenues	24,343	24,343	43,818	49,814	43,818	43,818	51,823	43,818	35,054	41,051	35,054	35,054	41,051	512,860
Other Local Revenues	27,543	27,543	27,543	27,543	27,543	27,543	27,543	27,543	27,543	27,543	27,543	27,543	-	330,513
Total Revenue	115,474	134,709	278,569	166,592	160,596	241,510	192,836	160,596	246,404	195,720	165,489	165,489	249,092	2,473,074
Expenses														
Certificated Salaries	35,757	72,677	72,677	72,677	72,677	72,677	72,677	72,677	72,677	72,677	72,677	72,677	58,723	893,930
Classified Salaries	14,190	17,738	17,738	17,738	17,738	17,738	17,738	17,738	17,738	17,738	17,738	17,738	17,738	227,041
Benefits	17,918	32,287	32,287	32,287	32,287	32,287	32,287	32,287	32,287	32,287	32,287	32,287	27,356	400,436
Books and Supplies	6,372	6,372	6,372	6,372	6,372	6,372	6,372	6,372	6,372	6,372	6,372	6,372	3,186	79,652
Services and Operations	62,557	62,557	62,557	62,557	62,557	62,557	62,557	62,557	62,557	62,557	62,557	62,557	62,557	813,242
Depreciation / Cap Outlay	2,914	2,914	2,914	2,914	2,914	2,914	2,914	2,914	2,914	2,914	2,914	2,914	-	34,973
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	139,709	194,546	194,546	194,546	194,546	194,546	194,546	194,546	194,546	194,546	194,546	194,546	169,560	2,449,274
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	138,154	69,077	69,077	69,077										345,385
Accounts Receivable - Current Year														-
Other Assets/Accrual Adj														-
Fixed Assets - Depreciation Addback	2,914	2,914	2,914	2,914	2,914	2,914	2,914	2,914	2,914	2,914	2,914	2,914		34,973
Fixed Assets - Acquisitions														-
Due To (From)														-
Expenses - Prior Year Accruals	(120,831)	(60,416)	(60,416)	(60,416)										(302,078)
Accounts Payable - Current Year														-
Summer Holdback for Teachers														-
Loans Payable (Current)														-
Loans Payable (Long Term)														-
Total Other Transactions	20,237	11,576	11,576	11,576	2,914	2,914	2,914	2,914	2,914	2,914	2,914	2,914		78,280
Total Change in Cash	(3,998)	(48,261)	95,598	(16,378)	(31,036)	49,879	1,204	(31,036)	54,772	4,089	(26,143)	(26,143)		102,079
ENDING CASH	2,750,603	2,702,342	2,797,941	2,781,562	2,750,526	2,800,405	2,801,609	2,770,573	2,825,345	2,829,434	2,803,291	2,777,149	<<< = 414 days cash	



MSA-6 2023-24 July Budget - Summary Analysis

SUMMARY OF RESULTS

The 2023-24 July Budget update projects a budget surplus of \$23,799.

This is an increase of \$402,381 from the prior year projected deficit of (\$378,582).

This will allow MSA-6 to end this fiscal year with a balance of \$2,085,338, which is 85.1% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is \$2,702,342, which represents 403 days of operating costs on average.

The June 30, 2024 ending cash balance this fiscal year is projected to be \$2,777,149, which represents 414 days of average operating costs.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total Change from Prior Year = increase of \$474,746, or 23.8% of Prior Year revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are \$405,958 higher than in the prior year, with average daily attendance (ADA) increasing by 17.01.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal CARES Act Funding.

Federal Revenues are projected at (\$86,323) lower than in the prior year.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, AB 602 State SpED, and one-time funds.

Other State Revenues are projected at (\$977,277) lower than in the prior year.

Other Local Revenues: This category includes fundraising revenue and any non-LCFF local revenue sources.

Other Local Revenues are projected at \$234,995 higher than in the prior year..

SIGNIFICANT CHANGES IN EXPENSES (Total Change from Prior Year = increase of \$72,364, or 3.0% of Prior Year expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are \$85,874 higher than in the prior year, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at \$179,728 higher than in the prior year.

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be \$22,237 higher than in the prior year.

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at \$1,980 higher than in the prior year, reflecting updated depreciation and encroachment projections.



2023-24 July Budget		Annual Budget			
MSA 7		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
Projected Average Daily Attendance:		243	267	24.37	10%
SUMMARY					
Revenue					
LCFF Entitlement		3,223,803	3,983,533	759,730	24%
Federal Revenue		377,128	191,829	(185,299)	-49%
Other State Revenues		1,998,657	1,423,724	(574,933)	-29%
Other Local Revenues		262,086	763,478	501,392	191%
Total Revenue		5,861,674	6,362,563	500,890	9%
Expenditures					
Certificated Salaries		1,583,196	1,719,036	135,840	9%
Classified Salaries		686,868	749,123	62,255	9%
Benefits		739,703	826,504	86,801	12%
Books and Supplies		217,332	227,318	9,985	5%
Services and Operating Exp.		2,135,283	2,461,500	326,217	15%
Depreciation & Cap Outlay		119,824	129,410	9,586	8%
Other Outflows		-	-	-	0%
Total Expenditures		5,482,206	6,112,891	630,685	12%
Net Revenues		379,468	249,672	(129,796)	
Fund Balance					
Beginning Balance (Budgeted)		2,614,648	2,994,116		
Net Revenues		379,468	249,672		
Ending Fund Balance		2,994,116	3,243,788		
Components of Fund Bal.					
Available For Econ. Uncert.			2,511,534	41.1% of Expenditures	
Restricted Balances (Est.)			42,396	0.7% of Expenditures	
Net Fixed Assets			689,858	11.3% of Expenditures	
Ending Fund Balance			3,243,788	53.1% of Expenditures	



2023-24 July Budget		Annual Budget			
MSA 7		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %

REVENUE**LCFF Entitlement**

8011	State Aid	1,808,768	2,310,976	502,208	28%
8012	EPA Entitlement	646,705	827,026	180,321	28%
8019	Prior Year Adjustments	-	-	-	0%
8096	InLieuPropTaxes	768,330	845,531	77,201	10%
SUBTOTAL - LCFF Entitlement		3,223,803	3,983,533	759,730	24%

Federal Revenue

8181	SpEd - Revenue	64,580	-	(64,580)	-100%
8220	SchLunchFederal	-	-	-	0%
8285	SpEd - Revenue	-	64,662	64,662	0%
8290	All Other Federal Revenue	312,548	127,167	(185,381)	-59%
8295	Prior Year Adjustments (Fed Rev)	-	-	-	0%
SUBTOTAL - Federal Revenue		377,128	191,829	(185,299)	-49%

Other State Revenue

8311	SpEd Revenue	-	-	-	0%
8520	SchoolNtrState	-	-	-	0%
8550	MandCstReimburs	4,582	5,298	716	16%
8560	StateLotteryRev	59,215	63,258	4,043	7%
8590	AllOthStateRev	1,934,860	1,355,168	(579,692)	-30%
8595	Prior Year Adjustments (Other State Rev)	-	-	-	0%
SUBTOTAL - Other State Revenue		1,998,657	1,423,724	(574,933)	-29%

Local Revenue

8600	Other Local Rev	1	-	(1)	-100%
8634	StudentLunchFee	2,000	2,000	-	0%
8650	Leases & Rentals	-	-	-	0%
8660	Interest	-	-	-	0%
8698	OthRev-Suspense	-	-	-	0%
8690	Prior Year Adj (Local1)	-	-	-	0%
8677	SpEd Revenue	-	236,856	236,856	0%
8699	Other Revenue	247,376	511,913	264,537	107%
8999	Misc Revenue (Suspense)	1,000	1,000	-	0%
SUBTOTAL - Local Revenue		250,377	751,769	501,392	200%

2023-24 July Budget		Annual Budget			
MSA 7		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
Fundraising & Grants					
8802	Donations - Private	7,116	7,116	-	0%
8803	Fundraising	4,593	4,593	-	0%
SUBTOTAL - Fundraising & Grants		11,709	11,709	-	0%
TOTAL REVENUE		5,861,674	6,362,563	500,890	9%
EXPENSES					
Certificated Salaries					
1100	TeacherSalaries	1,265,558	1,378,560	113,002	9%
1200	Cert Aid	86,570	93,280	6,710	8%
1300	Cert Adminis	231,068	247,196	16,128	7%
SUBTOTAL - Certificated Salaries		1,583,196	1,719,036	135,840	9%

2023-24 July Budget		Annual Budget			
MSA 7		2022-23	Proposed July Budget	Variance From Prior Year	Variance as %
		Estimated Actuals			
Classified Salaries					
2100	Instructional Aides	306,284	353,237	46,953	15%
2200	Classified Support	149,928	159,440	9,512	6%
2300	Classified Admin	-	-	-	0%
2400	Clerical & Tech	230,657	236,447	5,790	3%
2900	OtherClassStaff	-	-	-	0%
SUBTOTAL - Classified Salaries		686,868	749,123	62,255	9%
Employee Benefits					
3101	STRS-Certified	260,419	283,017	22,598	9%
3102	STRS-Classified	33,025	36,267	3,242	10%
3201	PERS-Cert	30,653	35,769	5,117	17%
3202	PERS-Classified	90,676	108,294	17,617	19%
3301	OASDI/Med-Cert	29,013	31,620	2,607	9%
3302	OASDI/Med-Class	29,849	33,436	3,587	12%
3401	HlthWelfareCert	188,534	208,200	19,667	10%
3402	HlthWelfareCert	52,444	56,129	3,685	7%
3501	UI-Certificated	2,969	8,071	5,103	172%
3502	UI-Classified	1,061	2,955	1,894	179%
3601	WorkersCmp-Cert	7,243	7,897	653	9%
3602	WorkersCmp-Class	13,818	14,849	1,032	7%
3701	Other Retirement-Cert	-	-	-	0%
3901	OthBenes-Cert	-	-	-	0%
3902	OthBenes-Class	-	-	-	0%
SUBTOTAL - Employee Benefits		739,703	826,504	86,801	12%

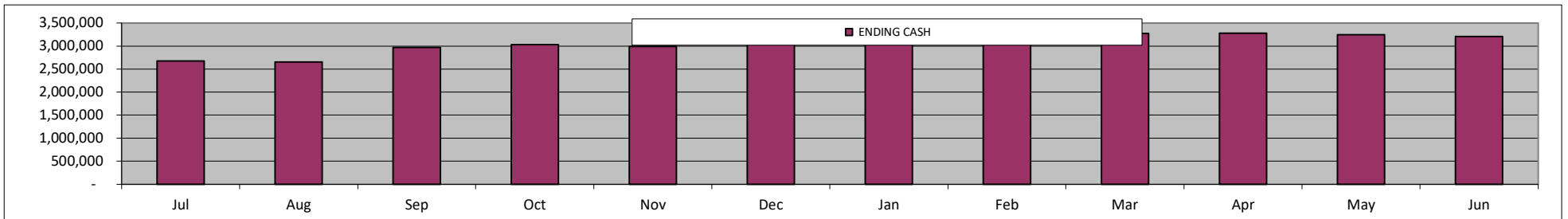
2023-24 July Budget		Annual Budget			
MSA 7		2022-23	Proposed July Budget	Variance From Prior Year	Variance as %
		Estimated Actuals			
Books & Supplies					
4100	Text&CoreCurric	10,000	25,800	15,800	158%
4200	BooksOthRefMats	2,000	2,160	160	8%
4300	Materials and Supplies	18,000	7,000	(11,000)	-61%
4310	Ins Mats & Sups	29,205	19,540	(9,665)	-33%
4315	OthrSupplies	-	-	-	0%
4320	Office Supplies	19,000	20,520	1,520	8%
4325	ProfDevMat&Sups	-	-	-	0%
4326	Arts&MusicSupps	1,000	1,080	80	8%
4335	PE Supplies	1,500	1,620	120	8%
4340	Educat Software	29,940	34,375	4,435	15%
4345	NonInstStdntSup	26,372	28,482	2,110	8%
4346	TeacherSupplies	1,000	1,080	80	8%
4350	Cust. Supplies	20,000	21,600	1,600	8%
4351	Yearbook	-	-	-	0%
4390	Uniforms	9,000	9,720	720	8%
4400	NonCapEquip-Gen	30,000	32,400	2,400	8%
4410	ClssrmFrmEqp<5k	5,000	5,400	400	8%
4430	OffceFurnEqp<5k	2,000	2,160	160	8%
4440	Computers <\$5k	2,500	2,700	200	8%
4461	Fixed Asset Susp (Imp)	-	-	-	0%
4464	Equipment (Pre-Cap)	-	-	-	0%
4710	Food	5,000	5,400	400	8%
4720	Food:Other Food	5,000	5,400	400	8%
4990	Prior Year Adj (Mat'ls)	-	-	-	0%
4999	Misc Expenditure (Suspense)	815	880	65	8%
SUBTOTAL - Books and Supplies		217,332	227,318	9,985	5%

2023-24 July Budget		Annual Budget			
MSA 7		2022-23	Proposed July Budget	Variance From Prior Year	Variance as %
		Estimated Actuals			
Services & Other Operating Expenses					
5101	CMO Fees	225,296	553,115	327,819	146%
5200	Travel - General	-	-	-	0%
5205	Conference Fees	1,000	1,080	80	8%
5210	MilesParkTolls	1,000	1,080	80	8%
5215	TravConferences	-	-	-	0%
5220	TraLodging	-	2,000	2,000	0%
5300	DuesMemberships	10,000	10,800	800	8%
5450	Other Insurance	57,500	62,100	4,600	8%
5500	OpsHousekeeping	92,440	39,960	(52,480)	-57%
5510	Gas & Electric	62,000	66,960	4,960	8%
5610	Rent & Leases	303,188	303,000	(188)	0%
5620	EquipmentLeases	14,000	15,120	1,120	8%
5630	Reps&MaintBldng	68,000	73,440	5,440	8%
5800	ProfessServices	223,413	161,731	(61,681)	-28%
5810	Legal	10,000	10,800	800	8%
5813	SchPrgAftSchool	10,000	10,800	800	8%
5814	SchPrgAcadComps	-	-	-	0%
5819	SchIProgs-Other	541,089	588,119	47,030	9%
5820	Audit & CPA	9,000	9,720	720	8%
5825	DMSBusinessSvcs	-	-	-	0%
5835	Field Trips	23,000	24,840	1,840	8%
5836	FieldTrip Trans	-	-	-	0%
5840	MarkngStdtRecrt	25,000	27,000	2,000	8%
5850	Oversight Fees	33,433	39,835	6,403	19%
5857	Payroll Fees	15,000	16,200	1,200	8%
5860	Service Fees	1,500	1,620	120	8%
5861	Prior Year Services	-	-	-	0%
5863	Prof Developmnt	24,500	26,460	1,960	8%
5864	Prof Dev-Other	15,000	16,200	1,200	8%
5865	Professional Development LLM	-	-	-	0%
5869	SpEd Ctrct Inst	209,090	225,818	16,727	8%
5870	Livescan	1,000	1,080	80	8%
5872	SPED Fees (incl Encroachment)	51,000	55,080	4,080	8%
5875	Staff Recruiting	-	-	-	0%
5884	Substitutes	55,000	59,400	4,400	8%
5890	OthSvcsNon-Inst	-	-	-	0%
5900	Communications	2,000	2,160	160	8%
5910	Communications 2	-	-	-	0%
5920	TelecomInternet	22,000	23,760	1,760	8%
5930	PostageDelivery	2,500	2,700	200	8%
5940	Technology	27,334	29,520	2,187	8%
5990	Prior Year Adj (Services)	-	-	-	0%
SUBTOTAL - Services & Other Operating Exp.		2,135,283	2,461,500	326,217	15%

2023-24 July Budget		Annual Budget			
MSA 7		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
Capital Outlay & Depreciation					
6400	EquipFixed	-	-	-	0%
6900	Depreciation	119,824	129,410	9,586	8%
SUBTOTAL - Capital Outlay & Depreciation		119,824	129,410	9,586	8%
Other Outflows					
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	0%
7310	Indirect Costs	-	-	-	0%
7438	InterestExpense	-	-	-	0%
SUBTOTAL - Other Outflows		-	-	-	0%
TOTAL EXPENSES		5,482,206	6,112,891	630,685	12%

Monthly Cash Flow 2023-24

MSA-7	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	2,544,205	2,673,797	2,653,779	2,969,731	3,034,136	2,989,926	3,147,463	3,151,149	3,101,931	3,271,471	3,281,862	3,244,646	3,207,431	
Revenue														
LCFF: State Aid	165,070	165,070	165,070	165,070	165,070	165,070	165,070	165,070	198,084	198,084	198,084	198,084	198,084	2,310,976
LCFF: EPA	-	-	206,757	-	-	206,757	-	-	206,757	-	-	-	206,757	827,026
LCFF: ILPT	-	50,732	101,464	67,642	67,642	67,642	67,642	67,642	71,025	71,025	71,025	71,025	71,025	845,531
Federal Revenue	8,731	12,490	36,766	9,982	9,982	4,974	36,766	4,974	4,974	36,766	4,974	4,974	15,477	191,829
Other State Revenues	67,758	67,758	121,965	137,780	121,965	121,965	143,078	121,965	97,572	113,387	97,572	97,572	113,387	1,423,724
Other Local Revenues	63,456	63,456	63,456	63,456	63,456	63,456	63,456	63,456	63,456	63,456	63,456	63,456	2,000	763,478
Total Revenue	305,016	359,506	695,477	443,930	428,116	629,864	476,012	423,108	641,867	482,717	435,111	435,111	606,728	6,362,563
Expenses														
Certificated Salaries	68,761	139,759	139,759	139,759	139,759	139,759	139,759	139,759	139,759	139,759	139,759	139,759	112,925	1,719,036
Classified Salaries	46,820	58,525	58,525	58,525	58,525	58,525	58,525	58,525	58,525	58,525	58,525	58,525	58,525	749,123
Benefits	37,913	66,511	66,511	66,511	66,511	66,511	66,511	66,511	66,511	66,511	66,511	66,511	56,975	826,504
Books and Supplies	18,185	18,185	18,185	18,185	18,185	18,185	18,185	18,185	18,185	18,185	18,185	18,185	9,093	227,318
Services and Operations	189,346	189,346	189,346	189,346	189,346	189,346	189,346	189,346	189,346	189,346	189,346	189,346	189,346	2,461,500
Depreciation / Cap Outlay	10,784	10,784	10,784	10,784	10,784	10,784	10,784	10,784	10,784	10,784	10,784	10,784	-	129,410
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	371,810	483,111	483,111	483,111	483,111	483,111	483,111	483,111	483,111	483,111	483,111	483,111	426,865	6,112,891
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	318,224	159,112	159,112	159,112										795,559
Accounts Receivable - Current Year														-
Other Assets/Accrual Adj														-
Fixed Assets - Depreciation Addback	10,784	10,784	10,784	10,784	10,784	10,784	10,784	10,784	10,784	10,784	10,784	10,784		129,410
Fixed Assets - Acquisitions														-
Due To (From)														-
Expenses - Prior Year Accruals	(132,621)	(66,310)	(66,310)	(66,310)										(331,552)
Accounts Payable - Current Year														-
Summer Holdback for Teachers														-
Loans Payable (Current)														-
Loans Payable (Long Term)														-
Total Other Transactions	196,387	103,586	103,586	103,586	10,784	10,784	10,784	10,784	10,784	10,784	10,784	10,784		593,417
Total Change in Cash	129,593	(20,019)	315,952	64,405	(44,211)	157,538	3,686	(49,219)	169,541	10,391	(37,216)	(37,216)		843,089
ENDING CASH	2,673,797	2,653,779	2,969,731	3,034,136	2,989,926	3,147,463	3,151,149	3,101,931	3,271,471	3,281,862	3,244,646	3,207,431		<<< = 192 days cash



MSA-7 2023-24 July Budget - Summary Analysis

SUMMARY OF RESULTS

The 2023-24 July Budget update projects a budget surplus of \$249,672.

This is a decrease of (\$129,796) from the prior year projected surplus of \$379,468.

This will allow MSA-7 to end this fiscal year with a balance of \$3,243,788, which is 53.1% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is \$2,653,779, which represents 158 days of operating costs on average.

The June 30, 2024 ending cash balance this fiscal year is projected to be \$3,207,431, which represents 192 days of average operating costs.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total Change from Prior Year = increase of \$500,890, or 8.5% of Prior Year revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are \$759,730 higher than in the prior year, with average daily attendance (ADA) increasing by 24.37.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal CARES Act Funding.

Federal Revenues are projected at (\$185,299) lower than in the prior year.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, AB 602 State SpED, and one-time funds.

Other State Revenues are projected at (\$977,277) lower than in the prior year.

Other Local Revenues: This category includes fundraising revenue and any non-LCFF local revenue sources.

Other Local Revenues are projected at \$501,392 higher than in the prior year..

SIGNIFICANT CHANGES IN EXPENSES (Total Change from Prior Year = increase of \$630,685, or 11.5% of Prior Year expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are \$284,897 higher than in the prior year, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at \$179,728 higher than in the prior year.

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be \$22,237 higher than in the prior year.

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at \$9,586 higher than in the prior year, reflecting updated depreciation and capital outlay projections.

2023-24 July Budget		Annual Budget			
MSA 8		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
Projected Average Daily Attendance:		357	362	5.01	1%
SUMMARY					
Revenue					
LCFF Entitlement		4,645,263	5,109,897	464,634	10%
Federal Revenue		1,000,122	291,209	(708,913)	-71%
Other State Revenues		1,826,410	973,495	(852,915)	-47%
Other Local Revenues		373,216	1,100,968	727,753	195%
Total Revenue		7,845,011	7,475,569	(369,441)	-5%
Expenditures					
Certificated Salaries		2,403,307	2,640,348	237,041	10%
Classified Salaries		863,322	806,335	(56,987)	-7%
Benefits		1,116,930	1,194,867	77,937	7%
Books and Supplies		564,964	455,404	(109,560)	-19%
Services and Operating Exp.		2,131,377	2,029,504	(101,874)	-5%
Depreciation & Cap Outlay		195,400	215,400	20,000	10%
Other Outflows		-	-	-	0%
Total Expenditures		7,275,300	7,341,857	66,557	1%
Net Revenues		569,711	133,712	(435,999)	
Fund Balance					
Beginning Balance (Budgeted)		6,432,843	7,002,554		
Net Revenues		569,711	133,712		
Ending Fund Balance		7,002,554	7,136,266		
Components of Fund Bal.					
Available For Econ. Uncert.			7,011,978	95.5% of Expenditures	
Restricted Balances (Est.)			99,815	1.4% of Expenditures	
Net Fixed Assets			24,473	0.3% of Expenditures	
Ending Fund Balance			7,136,266	97.2% of Expenditures	



2023-24 July Budget		Annual Budget			
MSA 8		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %

REVENUE**LCFF Entitlement**

8011	State Aid	2,526,273	2,799,076	272,803	11%
8012	EPA Entitlement	986,579	1,162,539	175,960	18%
8019	Prior Year Adjustments	-	-	-	0%
8096	InLieuPropTaxes	1,132,411	1,148,282	15,871	1%
SUBTOTAL - LCFF Entitlement		4,645,263	5,109,897	464,634	10%

Federal Revenue

8181	SpEd - Revenue	94,179	-	(94,179)	-100%
8220	SchLunchFederal	-	-	-	0%
8285	SpEd - Revenue	-	94,298	94,298	0%
8290	All Other Federal Revenue	905,943	196,911	(709,032)	-78%
8295	Prior Year Adjustments (Fed Rev)	-	-	-	0%
SUBTOTAL - Federal Revenue		1,000,122	291,209	(708,913)	-71%

Other State Revenue

8311	SpEd Revenue	-	-	-	0%
8520	SchoolNtrState	-	-	-	0%
8550	MandCstReimburs	6,708	7,195	487	7%
8560	StateLotteryRev	86,683	85,908	(775)	-1%
8590	AllOthStateRev	1,733,019	880,392	(852,627)	-49%
8595	Prior Year Adjustments (Other State Rev)	-	-	-	0%
SUBTOTAL - Other State Revenue		1,826,410	973,495	(852,915)	-47%

Local Revenue

8600	Other Local Rev	1	1	-	0%
8660	Interest	3,500	3,500	-	0%
8698	OthRev-Suspense	-	-	-	0%
8690	Prior Year Adj (Local1)	-	-	-	0%
8677	SpEd Revenue	-	321,665	321,665	0%
8699	Other Revenue	353,115	759,203	406,088	115%
8999	Misc Revenue (Suspense)	-	-	-	0%
SUBTOTAL - Local Revenue		356,616	1,084,369	727,753	204%

2023-24 July Budget		Annual Budget			
MSA 8		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
Fundraising & Grants					
8802	Donations - Private	10,106	10,106	-	0%
8803	Fundraising	6,494	6,494	-	0%
SUBTOTAL - Fundraising & Grants		16,600	16,600	-	0%
TOTAL REVENUE		7,845,011	7,475,569	(369,441)	-5%
EXPENSES					
Certificated Salaries					
1100	TeacherSalaries	1,813,936	2,021,868	207,932	11%
1200	Cert Aid	153,164	169,048	15,884	10%
1300	Cert Adminis	436,207	449,432	13,225	3%
SUBTOTAL - Certificated Salaries		2,403,307	2,640,348	237,041	10%
Classified Salaries					
2100	Instructional Aides	317,933	282,474	(35,459)	-11%
2200	Classified Support	326,102	281,689	(44,412)	-14%
2300	Classified Admin	-	-	-	0%
2400	Clerical & Tech	219,288	242,172	22,884	10%
2900	OtherClassStaff	-	-	-	0%
SUBTOTAL - Classified Salaries		863,322	806,335	(56,987)	-7%
Employee Benefits					
3101	STRS-Certified	398,670	442,144	43,473	11%
3102	STRS-Classified	58,421	48,338	(10,083)	-17%
3201	PERS-Cert	53,527	94,965	41,437	77%
3202	PERS-Classified	101,410	68,224	(33,187)	-33%
3301	OASDI/Med-Cert	46,406	50,113	3,707	8%
3302	OASDI/Med-Class	35,014	33,359	(1,655)	-5%
3401	HlthWelfareCert	275,324	301,316	25,992	9%
3402	HlthWelfareCert	111,962	110,359	(1,603)	-1%
3501	UI-Certificated	4,597	12,644	8,048	175%
3502	UI-Classified	1,411	3,218	1,807	128%
3601	WorkersCmp-Cert	17,776	18,161	385	2%
3602	WorkersCmp-Class	12,411	12,026	(385)	-3%
3701	Other Retirement-Cert	-	-	-	0%
3901	OthBenes-Cert	-	-	-	0%
3902	OthBenes-Class	-	-	-	0%
SUBTOTAL - Employee Benefits		1,116,930	1,194,867	77,937	7%

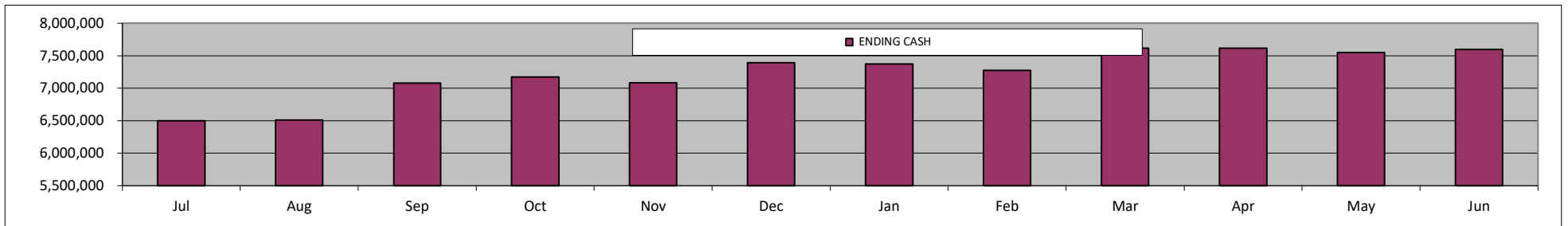
2023-24 July Budget		Annual Budget			
MSA 8		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
Books & Supplies					
4100	Text&CoreCurric	100,000	100,000	-	0%
4200	BooksOthRefMats	10,000	10,000	-	0%
4300	Materials and Supplies	10,085	-	(10,085)	-100%
4310	Ins Mats & Sups	20,151	24,851	4,700	23%
4315	OthrSupplies	-	-	-	0%
4320	Office Supplies	18,000	24,500	6,500	36%
4325	ProfDevMat&Sups	-	-	-	0%
4326	Arts&MusicSupps	5,000	5,000	-	0%
4335	PE Supplies	1,500	1,500	-	0%
4340	Educat Software	83,675	92,000	8,325	10%
4345	NonInstStdntSup	40,053	40,053	-	0%
4346	TeacherSupplies	2,000	2,000	-	0%
4350	Cust. Supplies	16,000	16,000	-	0%
4351	Yearbook	-	-	-	0%
4390	Uniforms	13,000	13,000	-	0%
4400	NonCapEquip-Gen	112,000	20,000	(92,000)	-82%
4410	ClssrmFrnEqp<5k	2,000	2,000	-	0%
4430	OffceFurnEqp<5k	2,500	2,500	-	0%
4440	Computers <\$5k	20,000	40,000	20,000	100%
4461	Fixed Asset Susp (Imp)	-	-	-	0%
4464	Equipment (Pre-Cap)	2,000	2,000	-	0%
4710	Food	94,000	40,000	(54,000)	-57%
4720	Food:Other Food	13,000	20,000	7,000	54%
4990	Prior Year Adj (Mat'ls)	-	-	-	0%
4999	Misc Expenditure (Suspense)	-	-	-	0%
SUBTOTAL - Books and Supplies		564,964	455,404	(109,560)	-19%

2023-24 July Budget		Annual Budget			
MSA 8		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
Services & Other Operating Expenses					
5101	CMO Fees	863,632	795,103	(68,529)	-8%
5200	Travel - General	-	-	-	0%
5205	Conference Fees	2,500	2,500	-	0%
5210	MilesParkTolls	2,500	2,500	-	0%
5215	TravConferences	-	-	-	0%
5220	TraLodging	5,000	5,000	-	0%
5300	DuesMemberships	11,000	11,000	-	0%
5450	Other Insurance	57,082	65,082	8,000	14%
5500	OpsHousekeeping	5,000	5,000	-	0%
5510	Gas & Electric	-	-	-	0%
5610	Rent & Leases	437,894	437,894	-	0%
5620	EquipmentLeases	12,000	12,000	-	0%
5630	Reps&MaintBldng	4,000	4,000	-	0%
5800	ProfessServices	162,230	171,666	9,437	6%
5810	Legal	20,000	9,000	(11,000)	-55%
5813	SchPrgAftSchool	27,300	27,300	-	0%
5814	SchPrgAcadComps	-	-	-	0%
5819	SchIProgs-Other	9,000	9,000	-	0%
5820	Audit & CPA	9,000	9,000	-	0%
5825	DMSBusinessSvcs	-	-	-	0%
5835	Field Trips	58,000	33,000	(25,000)	-43%
5836	FieldTrip Trans	-	-	-	0%
5840	MarkngStdtRecrt	25,000	10,000	(15,000)	-60%
5850	Oversight Fees	47,881	51,099	3,218	7%
5857	Payroll Fees	20,000	20,000	-	0%
5860	Service Fees	-	-	-	0%
5861	Prior Year Services	-	-	-	0%
5863	Prof Developmnt	14,500	14,500	-	0%
5864	Prof Dev-Other	31,768	31,768	-	0%
5865	Professional Development LLM	-	-	-	0%
5869	SpEd Ctrct Inst	64,584	64,584	-	0%
5870	Livescan	500	500	-	0%
5872	SPED Fees (incl Encroachment)	70,000	70,000	-	0%
5875	Staff Recruiting	-	-	-	0%
5884	Substitutes	95,000	85,000	(10,000)	-11%
5890	OthSvcsNon-Inst	-	-	-	0%
5900	Communications	5,000	5,000	-	0%
5910	Communications 2	-	-	-	0%
5920	TelecomInternet	40,000	40,000	-	0%
5930	PostageDelivery	7,000	7,000	-	0%
5940	Technology	24,007	31,007	7,000	29%
5990	Prior Year Adj (Services)	-	-	-	0%
SUBTOTAL - Services & Other Operating Exp.		2,131,377	2,029,504	(101,874)	-5%

2023-24 July Budget		Annual Budget			
MSA 8		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
Capital Outlay & Depreciation					
6400	EquipFixed	-	-	-	0%
6900	Depreciation	195,400	215,400	20,000	10%
SUBTOTAL - Capital Outlay & Depreciation		195,400	215,400	20,000	10%
Other Outflows					
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	0%
7310	Indirect Costs	-	-	-	0%
7438	InterestExpense	-	-	-	0%
SUBTOTAL - Other Outflows		-	-	-	0%
TOTAL EXPENSES		7,275,300	7,341,857	66,557	1%

Monthly Cash Flow 2023-24

MSA-8	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	6,225,826	6,495,968	6,513,357	7,078,943	7,172,504	7,082,873	7,391,586	7,372,892	7,276,297	7,613,743	7,616,586	7,548,724	7,595,536	
Revenue														
LCFF: State Aid	199,934	199,934	199,934	199,934	199,934	199,934	199,934	199,934	239,921	239,921	239,921	239,921	239,921	2,799,076
LCFF: EPA	-	-	290,635	-	-	290,635	-	-	290,635	-	-	-	290,635	1,162,539
LCFF: ILPT	-	68,897	137,794	91,863	91,863	91,863	91,863	91,863	96,456	96,456	96,456	96,456	96,456	1,148,282
Federal Revenue	12,477	17,704	56,481	14,218	14,218	7,254	56,481	7,254	7,254	56,481	7,254	7,254	26,880	291,209
Other State Revenues	44,020	44,020	79,235	100,712	79,235	79,235	107,907	79,235	63,388	84,865	63,388	63,388	84,865	973,495
Other Local Revenues	91,747	91,747	91,747	91,747	91,747	91,747	91,747	91,747	91,747	91,747	91,747	91,747	-	1,100,968
Total Revenue	348,178	422,302	855,827	498,474	476,997	760,668	547,933	470,033	789,401	569,470	498,766	498,766	738,757	7,475,569
Expenses														
Certificated Salaries	105,614	214,662	214,662	214,662	214,662	214,662	214,662	214,662	214,662	214,662	214,662	214,662	173,447	2,640,348
Classified Salaries	50,396	62,995	62,995	62,995	62,995	62,995	62,995	62,995	62,995	62,995	62,995	62,995	62,995	806,335
Benefits	52,906	96,422	96,422	96,422	96,422	96,422	96,422	96,422	96,422	96,422	96,422	96,422	81,317	1,194,867
Books and Supplies	36,432	36,432	36,432	36,432	36,432	36,432	36,432	36,432	36,432	36,432	36,432	36,432	18,216	455,404
Services and Operations	156,116	156,116	156,116	156,116	156,116	156,116	156,116	156,116	156,116	156,116	156,116	156,116	156,116	2,029,504
Depreciation / Cap Outlay	17,950	17,950	17,950	17,950	17,950	17,950	17,950	17,950	17,950	17,950	17,950	17,950	-	215,400
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	419,414	584,577	584,577	584,577	584,577	584,577	584,577	584,577	584,577	584,577	584,577	584,577	492,091	7,341,857
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	575,202	287,601	287,601	287,601										1,438,004
Accounts Receivable - Current Year														-
Other Assets/Accrual Adj														-
Fixed Assets - Depreciation Addback	17,950	17,950	17,950	17,950	17,950	17,950	17,950	17,950	17,950	17,950	17,950	17,950		215,400
Fixed Assets - Acquisitions														-
Due To (From)			114,673			114,673			114,673			114,673		458,692
Expenses - Prior Year Accruals	(251,773)	(125,887)	(125,887)	(125,887)										(629,433)
Accounts Payable - Current Year														-
Summer Holdback for Teachers														-
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-	-	-
Total Other Transactions	341,378	179,664	294,337	179,664	17,950	132,623	17,950	17,950	132,623	17,950	17,950	132,623		1,482,663
Total Change in Cash	270,142	17,388	565,586	93,561	(89,631)	308,713	(18,695)	(96,595)	337,446	2,843	(67,862)	46,811		1,616,375
ENDING CASH	6,495,968	6,513,357	7,078,943	7,172,504	7,082,873	7,391,586	7,372,892	7,276,297	7,613,743	7,616,586	7,548,724	7,595,536	<<< = 378 days cash	



MSA-8 2023-24 July Budget - Summary Analysis

SUMMARY OF RESULTS

The 2023-24 July Budget update projects a budget surplus of \$133,712.

This is a decrease of (\$435,999) from the prior year projected surplus of \$569,711.

This will allow MSA-8 to end this fiscal year with a balance of \$7,136,266, which is 97.2% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is \$6,495,968, which represents 323 days of operating costs on average.

The June 30, 2024 ending cash balance this fiscal year is projected to be \$7,595,536, which represents 378 days of average operating costs.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total Change from Prior Year = decrease of (\$369,441), or -4.7% of Prior Year revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are \$464,634 higher than in the prior year, with average daily attendance (ADA) increasing by 5.01.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal CARES Act Funding.

Federal Revenues are projected at (\$708,913) lower than in the prior year.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, AB 602 State SpED, and one-time funds.

Other State Revenues are projected at (\$977,277) lower than in the prior year.

Other Local Revenues: This category includes fundraising revenue and any non-LCFF local revenue sources.

Other Local Revenues are projected at \$727,753 higher than in the prior year..

SIGNIFICANT CHANGES IN EXPENSES (Total Change from Prior Year = increase of \$66,557, or 0.9% of Prior Year expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are \$257,991 higher than in the prior year, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at \$179,728 higher than in the prior year.

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be \$22,237 higher than in the prior year.

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at \$20,000 higher than in the prior year, reflecting updated depreciation and capital outlay projections.



2023-24 July Budget		Annual Budget			
MSA SA		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
Projected Average Daily Attendance:		467	494	27.02	6%
SUMMARY					
Revenue					
LCFF Entitlement		6,559,159	7,596,400	1,037,241	16%
Federal Revenue		599,213	330,571	(268,642)	-45%
Other State Revenues		3,135,030	2,377,327	(757,703)	-24%
Other Local Revenues		111,674	1,091,922	980,248	878%
Total Revenue		10,405,076	11,396,220	991,144	10%
Expenditures					
Certificated Salaries		3,635,244	3,697,276	62,032	2%
Classified Salaries		856,151	1,186,085	329,934	39%
Benefits		1,622,819	1,904,259	281,440	17%
Books and Supplies		437,751	432,701	(5,050)	-1%
Services and Operating Exp.		2,768,132	2,716,915	(51,217)	-2%
Depreciation & Cap Outlay		817,151	866,180	49,029	6%
Other Outflows		538,517	570,828	32,311	6%
Total Expenditures		10,675,766	11,374,244	698,478	7%
Net Revenues		(270,690)	21,976	292,666	
Fund Balance					
Beginning Balance (Budgeted)		9,513,550	9,242,860		
Net Revenues		(270,690)	21,976		
Ending Fund Balance		9,242,860	9,264,836		
Components of Fund Bal.					
Available For Econ. Uncert.			1,681,411	14.8% of Expenditures	
Restricted Balances (Est.)			138,801	1.2% of Expenditures	
Net Fixed Assets			7,444,624	65.5% of Expenditures	
Ending Fund Balance			9,264,836	81.5% of Expenditures	



2023-24 July Budget		Annual Budget			
MSA SA		2022-23	Proposed July Budget	Variance From Prior Year	Variance as %
		Estimated Actuals			
REVENUE					
LCFF Entitlement					
8011	State Aid	6,435,635	7,465,732	1,030,097	16%
8012	EPA Entitlement	93,398	98,800	5,402	6%
8019	Prior Year Adjustments	-	-	-	0%
8096	InLieuPropTaxes	30,126	31,868	1,742	6%
SUBTOTAL - LCFF Entitlement		6,559,159	7,596,400	1,037,241	16%
Federal Revenue					
8181	SpEd - Revenue	60,140	70,633	10,493	17%
8220	SchLunchFederal	-	-	-	0%
8285	SpEd - Revenue	-	-	-	0%
8290	All Other Federal Revenue	539,073	259,938	(279,135)	-52%
8295	Prior Year Adjustments (Fed Rev)	-	-	-	0%
SUBTOTAL - Federal Revenue		599,213	330,571	(268,642)	-45%
Other State Revenue					
8311	SpEd Revenue	371,439	425,226	53,787	14%
8520	SchoolNutrState	-	-	-	0%
8550	MandCstReimburs	13,956	15,879	1,923	14%
8560	StateLotteryRev	113,025	117,078	4,053	4%
8590	AllOthStateRev	2,636,610	1,819,144	(817,466)	-31%
8595	Prior Year Adjustments (Other State Rev)	-	-	-	0%
SUBTOTAL - Other State Revenue		3,135,030	2,377,327	(757,703)	-24%
Local Revenue					
8600	Other Local Rev	1	-	(1)	-100%
8634	StudentLunchFee	-	-	-	0%
8650	Leases & Rentals	-	-	-	0%
8660	Interest	8,500	8,500	-	0%
8698	OthRev-Suspense	-	-	-	0%
8701	CMO Fee - MSA-1	-	-	-	0%
8702	CMO Fee - MSA-2	-	-	-	0%
8703	CMO Fee - MSA-3	-	-	-	0%
8704	CMO Fee - MSA-4	-	-	-	0%
8705	CMO Fee - MSA-5	-	-	-	0%
8706	CMO Fee - MSA-6	-	-	-	0%
8707	CMO Fee - MSA-7	-	-	-	0%
8708	CMO Fee - MSA-8	-	-	-	0%
8709	CMO Fee - MSA-SA	-	-	-	0%
8712	CMO Fee - MSA-SD	-	-	-	0%
8690	Prior Year Adj (Local1)	-	-	-	0%
8677	SpEd Revenue	-	-	-	0%
8699	Other Revenue	52,000	1,032,249	980,249	1885%
8999	Misc Revenue (Suspense)	-	-	-	0%
SUBTOTAL - Local Revenue		60,501	1,040,749	980,248	1620%

2023-24 July Budget		Annual Budget			
MSA SA		2022-23	Proposed July Budget	Variance	Variance as
		Estimated Actuals		From Prior Year	%
Fundraising & Grants					
8802	Donations - Private	7,500	7,500	-	0%
8803	Fundraising	43,673	43,673	-	0%
SUBTOTAL - Fundraising & Grants		51,173	51,173	-	0%
TOTAL REVENUE		10,405,076	11,396,220	991,144	10%
EXPENSES					
Certificated Salaries					
1100	TeacherSalaries	2,767,190	2,681,700	(85,490)	-3%
1200	Cert Aid	293,671	426,144	132,473	45%
1300	Cert Adminis	574,384	589,432	15,048	3%
SUBTOTAL - Certificated Salaries		3,635,244	3,697,276	62,032	2%
Classified Salaries					
2100	Instructional Aides	135,300	199,454	64,154	47%
2200	Classified Support	443,030	513,632	70,602	16%
2300	Classified Admin	-	-	-	0%
2400	Clerical & Tech	277,821	472,999	195,177	70%
2900	OtherClassStaff	-	-	-	0%
SUBTOTAL - Classified Salaries		856,151	1,186,085	329,934	39%
Employee Benefits					
3101	STRS-Certified	596,197	590,280	(5,916)	-1%
3102	STRS-Classified	94,809	102,705	7,896	8%
3201	PERS-Cert	76,463	126,382	49,919	65%
3202	PERS-Classified	57,724	157,345	99,621	173%
3301	OASDI/Med-Cert	68,318	80,620	12,303	18%
3302	OASDI/Med-Class	31,740	57,669	25,929	82%
3401	HlthWelfareCert	525,621	564,145	38,524	7%
3402	HlthWelfareCert	115,214	163,369	48,155	42%
3501	UI-Certificated	17,114	17,793	679	4%
3502	UI-Classified	3,441	5,602	2,161	63%
3601	WorkersCmp-Cert	28,590	30,313	1,724	6%
3602	WorkersCmp-Class	7,587	8,034	447	6%
3701	Other Retirement-Cert	-	-	-	0%
3901	OthBenes-Cert	-	-	-	0%
3902	OthBenes-Class	-	-	-	0%
SUBTOTAL - Employee Benefits		1,622,819	1,904,259	281,440	17%

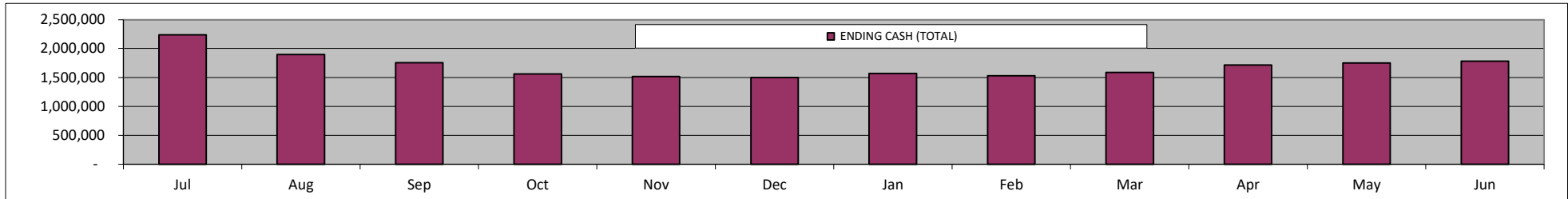
2023-24 July Budget		Annual Budget			
MSA SA		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
Books & Supplies					
4100	Text&CoreCurric	100,000	106,000	6,000	6%
4200	BooksOthRefMats	1,000	1,060	60	6%
4300	Materials and Supplies	-	-	-	0%
4310	Ins Mats & Sups	12,500	13,250	750	6%
4315	OthrSupplies	-	-	-	0%
4320	Office Supplies	17,000	18,020	1,020	6%
4325	ProfDevMat&Sups	-	-	-	0%
4326	Arts&MusicSupps	8,500	9,010	510	6%
4335	PE Supplies	23,000	24,380	1,380	6%
4340	Educat Software	58,683	67,888	9,206	16%
4345	NonInstStdntSup	97,068	88,892	(8,176)	-8%
4346	TeacherSupplies	4,000	4,240	240	6%
4350	Cust. Supplies	30,000	15,800	(14,200)	-47%
4351	Yearbook	-	-	-	0%
4390	Uniforms	20,000	21,200	1,200	6%
4400	NonCapEquip-Gen	25,000	22,500	(2,500)	-10%
4410	ClssrmFrmEqp<5k	5,000	5,300	300	6%
4430	OffceFurnEqp<5k	-	-	-	0%
4440	Computers <\$5k	6,000	6,360	360	6%
4461	Fixed Asset Susp (Imp)	-	-	-	0%
4464	Equipment (Pre-Cap)	3,000	3,180	180	6%
4710	Food	5,000	5,300	300	6%
4720	Food:Other Food	22,000	20,320	(1,680)	-8%
4990	Prior Year Adj (Mat'ls)	-	-	-	0%
4999	Misc Expenditure (Suspense)	-	-	-	0%
SUBTOTAL - Books and Supplies		437,751	432,701	(5,050)	-1%

2023-24 July Budget		Annual Budget			
MSA SA		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
Services & Other Operating Expenses					
5101	CMO Fees	750,984	1,106,231	355,247	47%
5200	Travel - General	-	-	-	0%
5205	Conference Fees	2,000	2,120	120	6%
5210	MilesParkTolls	1,000	1,060	60	6%
5215	TravConferences	-	-	-	0%
5220	TraLodging	1,000	1,060	60	6%
5300	DuesMemberships	18,000	19,080	1,080	6%
5450	Other Insurance	112,661	131,000	18,339	16%
5500	OpsHousekeeping	97,600	93,456	(4,144)	-4%
5510	Gas & Electric	100,000	115,000	15,000	15%
5610	Rent & Leases	3,000	3,180	180	6%
5620	EquipmentLeases	23,000	24,380	1,380	6%
5630	Reps&MaintBldng	323,000	53,000	(270,000)	-84%
5800	ProfessServices	272,872	317,169	44,298	16%
5810	Legal	100,000	75,000	(25,000)	-25%
5813	SchPrgAftSchool	26,000	27,560	1,560	6%
5814	SchPrgAcadComps	3,000	3,180	180	6%
5819	SchlProgs-Other	207,500	22,260	(185,240)	-89%
5820	Audit & CPA	9,000	9,540	540	6%
5825	DMSBusinessSvcs	-	-	-	0%
5835	Field Trips	40,000	42,400	2,400	6%
5836	FieldTrip Trans	60,000	63,600	3,600	6%
5840	MarkngStdtRecrt	25,000	16,500	(8,500)	-34%
5850	Oversight Fees	67,445	75,964	8,519	13%
5857	Payroll Fees	30,000	31,800	1,800	6%
5860	Service Fees	4,500	4,770	270	6%
5861	Prior Year Services	-	-	-	0%
5863	Prof Developmnt	4,000	4,240	240	6%
5864	Prof Dev-Other	79,000	62,540	(16,460)	-21%
5865	Professional Development LLM	-	-	-	0%
5869	SpEd Ctrct Inst	157,822	167,291	9,469	6%
5870	Livescan	1,750	1,855	105	6%
5872	SPED Fees (incl Encroachment)	-	-	-	0%
5875	Staff Recruiting	-	-	-	0%
5884	Substitutes	135,000	121,900	(13,100)	-10%
5890	OthSvcsNon-Inst	-	-	-	0%
5900	Communications	5,000	5,300	300	6%
5910	Communications 2	-	-	-	0%
5920	TelecomInternet	45,000	47,700	2,700	6%
5930	PostageDelivery	8,000	8,480	480	6%
5940	Technology	54,999	58,299	3,300	6%
5990	Prior Year Adj (Services)	-	-	-	0%
SUBTOTAL - Services & Other Operating Exp.		2,768,132	2,716,915	(51,217)	-2%

2023-24 July Budget		Annual Budget			
MSA SA		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
Capital Outlay & Depreciation					
6400	EquipFixed		-	-	0%
6900	Depreciation	817,151	866,180	49,029	6%
SUBTOTAL - Capital Outlay & Depreciation		817,151	866,180	49,029	6%
Other Outflows					
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	0%
7310	Indirect Costs	-	-	-	0%
7438	InterestExpense	538,517	570,828	32,311	6%
SUBTOTAL - Other Outflows		538,517	570,828	32,311	6%
TOTAL EXPENSES		10,675,766	11,374,244	698,478	7%

Monthly Cash Flow 2023-24

MSA-SA	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	2,485,653	2,196,185	1,894,860	1,757,897	1,559,244	1,518,245	1,501,946	1,571,081	1,530,082	1,587,819	1,715,110	1,748,148	1,781,185	
Revenue														
LCFF: State Aid	533,267	533,267	533,267	533,267	533,267	533,267	533,267	533,267	639,920	639,920	639,920	639,920	639,920	7,465,732
LCFF: EPA	-	-	24,700	-	-	24,700	-	-	24,700	-	-	-	24,700	98,800
LCFF: ILPT	-	1,912	3,824	2,549	2,549	2,549	2,549	2,549	2,677	2,677	2,677	2,677	2,677	31,868
Federal Revenue	-	-	64,985	-	-	-	64,985	-	-	64,985	-	-	135,618	330,571
Other State Revenues	121,331	121,331	194,096	223,366	194,096	194,096	239,245	194,096	161,352	190,621	161,352	161,352	220,994	2,377,327
Other Local Revenues	90,993	90,993	90,993	90,993	90,993	90,993	90,993	90,993	90,993	90,993	90,993	90,993	-	1,091,922
Total Revenue	745,591	747,503	911,865	850,175	820,906	845,606	931,039	820,906	919,642	989,196	894,942	894,942	1,023,909	11,396,220
Expenses														
Certificated Salaries	147,891	300,592	300,592	300,592	300,592	300,592	300,592	300,592	300,592	300,592	300,592	300,592	242,878	3,697,276
Classified Salaries	74,130	92,663	92,663	92,663	92,663	92,663	92,663	92,663	92,663	92,663	92,663	92,663	92,663	1,186,085
Benefits	84,991	153,573	153,573	153,573	153,573	153,573	153,573	153,573	153,573	153,573	153,573	153,573	129,967	1,904,259
Books and Supplies	34,616	34,616	34,616	34,616	34,616	34,616	34,616	34,616	34,616	34,616	34,616	34,616	17,308	432,701
Services and Operations	208,993	208,993	208,993	208,993	208,993	208,993	208,993	208,993	208,993	208,993	208,993	208,993	208,993	2,716,915
Depreciation / Cap Outlay	72,182	72,182	72,182	72,182	72,182	72,182	72,182	72,182	72,182	72,182	72,182	72,182	-	866,180
Other Outflows	47,569	47,569	47,569	47,569	47,569	47,569	47,569	47,569	47,569	47,569	47,569	47,569	-	570,828
Total Expenses	670,372	910,187	910,187	910,187	910,187	910,187	910,187	910,187	910,187	910,187	910,187	910,187	691,809	11,374,244
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	82,797	41,399	41,399	41,399										206,993
Accounts Receivable - Bond Project														-
Other Assets/Accrual Adj														-
Fixed Assets - Depreciation Addback	72,182	72,182	72,182	72,182	72,182	72,182	72,182	72,182	72,182	72,182	72,182	72,182		866,180
Fixed Assets - Acquisitions														-
Due To (From)														-
Expenses - Prior Year Accruals	(456,644)	(228,322)	(228,322)	(228,322)										(1,141,610)
Accounts Payable - Current Year														-
Summer Holdback for Teachers														-
Loans Payable (Current)														-
Loans Payable (Long Term)	(23,899)	(23,899)	(23,899)	(23,899)	(23,899)	(23,899)	(23,899)	(23,899)	(23,899)	(23,899)	(23,899)	(23,899)		(286,785)
Total Other Transactions	(325,564)	(138,640)	(138,640)	(138,640)	48,283	48,283	48,283	48,283	48,283	48,283	48,283	48,283	48,283	(355,222)
Total Change in Cash	(250,346)	(301,325)	(136,963)	(198,653)	(40,999)	(16,299)	69,134	(40,999)	57,737	127,291	33,037	33,037		(333,246)
ENDING CASH (Local Bank 9120)	2,196,185	1,894,860	1,757,897	1,559,244	1,518,245	1,501,946	1,571,081	1,530,082	1,587,819	1,715,110	1,748,148	1,781,185		
ENDING CASH (County Treas. & Other)	39,122	-	-	-	-	-	-	-	-	-	-	-		
ENDING CASH (TOTAL)	2,235,307	1,894,860	1,757,897	1,559,244	1,518,245	1,501,946	1,571,081	1,530,082	1,587,819	1,715,110	1,748,148	1,781,185		<<< = 57 days cash



MSA-SA 2023-24 July Budget - Summary Analysis

SUMMARY OF RESULTS

The 2023-24 July Budget update projects a budget surplus of \$21,976.

This is an increase of \$292,666 from the prior year projected deficit of (\$270,690).

This will allow MSA-SA to end this fiscal year with a balance of \$9,264,836, which is 81.5% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is \$1,501,946, which represents 48 days of operating costs on average.

The June 30, 2024 ending cash balance this fiscal year is projected to be \$1,781,185, which represents 57 days of average operating costs.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total Change from Prior Year = increase of \$991,144, or 9.5% of Prior Year revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are \$7,596,400 higher than in the prior year, with average daily attendance (ADA) increasing by 27.02.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal CARES Act Funding.

Federal Revenues are projected at \$330,571 higher than in the prior year.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, AB 602 State SpED, and one-time funds.

Other State Revenues are projected at \$1,171,276 higher than in the prior year.

Other Local Revenues: This category includes fundraising revenue and any non-LCFF local revenue sources.

Other Local Revenues are projected at \$1,091,922 higher than in the prior year..

SIGNIFICANT CHANGES IN EXPENSES (Total Change from Prior Year = increase of \$698,478, or 6.5% of Prior Year expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are \$7,461,026 higher than in the prior year, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at \$936,115 higher than in the prior year.

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be \$2,887,016 higher than in the prior year.

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at \$1,518,349 higher than in the prior year, reflecting updated capital outlay projections.

2023-24 July Budget		Annual Budget			
MSA SD		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
Projected Average Daily Attendance:		387	400	12.58	3%
SUMMARY					
Revenue					
LCFF Entitlement		3,973,018	4,432,185	459,167	12%
Federal Revenue		192,634	139,843	(52,791)	-27%
Other State Revenues		1,355,871	1,091,920	(263,951)	-19%
Other Local Revenues		70,001	666,267	596,266	852%
Total Revenue		5,591,524	6,330,215	738,692	13%
Expenditures					
Certificated Salaries		2,068,956	2,172,463	103,507	5%
Classified Salaries		332,067	423,719	91,652	28%
Benefits		844,314	932,892	88,579	10%
Books and Supplies		188,565	306,684	118,119	63%
Services and Operating Exp.		2,312,158	2,357,155	44,997	2%
Depreciation & Cap Outlay		85,290	59,137	(26,153)	-31%
Other Outflows		3,000	3,180	180	6%
Total Expenditures		5,834,349	6,255,230	420,881	7%
Net Revenues		(242,826)	74,985	317,811	
Fund Balance					
Beginning Balance (Budgeted)		1,369,113	1,126,287		
Net Revenues		(242,826)	74,985		
Ending Fund Balance		1,126,287	1,201,272		
Components of Fund Bal.					
Available For Econ. Uncert.			822,105	13.1% of Expenditures	
Restricted Balances (Est.)			239,110	3.8% of Expenditures	
Net Fixed Assets			140,057	2.2% of Expenditures	
Ending Fund Balance			1,201,272	19.2% of Expenditures	



2023-24 July Budget		Annual Budget			
MSA SD		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %

REVENUE**LCFF Entitlement**

8011	State Aid	1,040,293	1,404,206	363,913	35%
8012	EPA Entitlement	77,464	79,980	2,516	3%
8019	Prior Year Adjustments	-	-	-	0%
8096	InLieuPropTaxes	2,855,261	2,947,999	92,738	3%
SUBTOTAL - LCFF Entitlement		3,973,018	4,432,185	459,167	12%

Federal Revenue

8181	SpEd - Revenue	50,804	59,668	8,864	17%
8220	SchLunchFederal	-	-	-	0%
8285	SpEd - Revenue	-	-	-	0%
8290	All Other Federal Revenue	141,830	80,175	(61,655)	-43%
8295	Prior Year Adjustments (Fed Rev)	-	-	-	0%
SUBTOTAL - Federal Revenue		192,634	139,843	(52,791)	-27%

Other State Revenue

8311	SpEd Revenue	308,077	344,227	36,150	12%
8520	SchoolNtrState	-	-	-	0%
8550	MandCstReimburs	7,370	7,938	568	8%
8560	StateLotteryRev	95,239	94,776	(463)	0%
8590	AllOthStateRev	945,185	644,979	(300,206)	-32%
8595	Prior Year Adjustments (Other State Rev)	-	-	-	0%
SUBTOTAL - Other State Revenue		1,355,871	1,091,920	(263,951)	-19%

Local Revenue

8600	Other Local Rev	25,001	25,000	(1)	0%
8660	Interest	-	-	-	0%
8698	OthRev-Suspense	-	-	-	0%
8690	Prior Year Adj (Local1)	-	-	-	0%
8677	SpEd Revenue	-	-	-	0%
8699	Other Revenue	-	581,267	581,267	0%
8999	Misc Revenue (Suspense)	-	-	-	0%
SUBTOTAL - Local Revenue		25,001	606,267	581,266	2325%

2023-24 July Budget		Annual Budget			
MSA SD		2022-23	Proposed July Budget	Variance From Prior Year	Variance as %
		Estimated Actuals			
Fundraising & Grants					
8802	Donations - Private	-	-	-	0%
8803	Fundraising	45,000	60,000	15,000	33%
SUBTOTAL - Fundraising & Grants		45,000	60,000	15,000	33%
TOTAL REVENUE		5,591,524	6,330,215	738,692	13%
EXPENSES					
Certificated Salaries					
1100	TeacherSalaries	1,480,322	1,716,243	235,920	16%
1200	Cert Aid	139,361	93,492	(45,869)	-33%
1300	Cert Adminis	449,272	362,728	(86,544)	-19%
SUBTOTAL - Certificated Salaries		2,068,956	2,172,463	103,507	5%
Classified Salaries					
2100	Instructional Aides	98,906	110,243	11,337	11%
2200	Classified Support	82,721	90,976	8,254	10%
2300	Classified Admin	-	-	-	0%
2400	Clerical & Tech	150,440	222,500	72,061	48%
2900	OtherClassStaff	-	-	-	0%
SUBTOTAL - Classified Salaries		332,067	423,719	91,652	28%
Employee Benefits					
3101	STRS-Certified	344,269	365,627	21,357	6%
3102	STRS-Classified	53,501	55,857	2,356	4%
3201	PERS-Cert	34,927	38,766	3,839	11%
3202	PERS-Classified	7,116	28,782	21,666	304%
3301	OASDI/Med-Cert	36,668	38,741	2,073	6%
3302	OASDI/Med-Class	6,207	12,395	6,188	100%
3401	HlthWelfareCert	278,671	298,114	19,443	7%
3402	HlthWelfareCert	43,104	52,001	8,897	21%
3501	UI-Certificated	9,701	10,289	589	6%
3502	UI-Classified	1,541	1,995	454	29%
3601	WorkersCmp-Cert	23,670	24,577	906	4%
3602	WorkersCmp-Class	4,939	5,749	810	16%
3701	Other Retirement-Cert	-	-	-	0%
3901	OthBenes-Cert	-	-	-	0%
3902	OthBenes-Class	-	-	-	0%
SUBTOTAL - Employee Benefits		844,314	932,892	88,579	10%

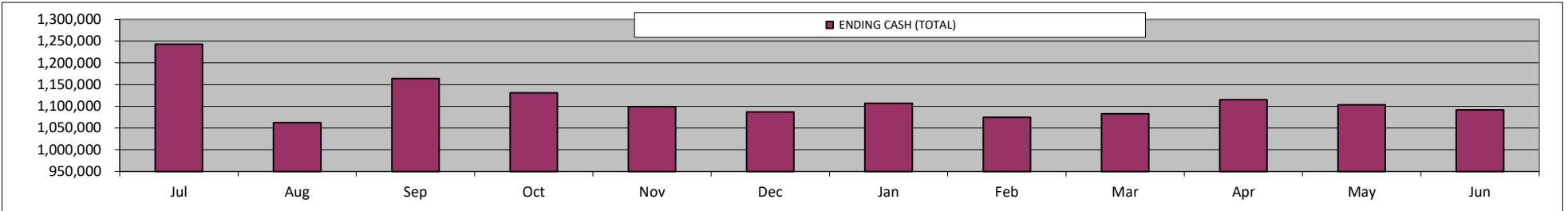
2023-24 July Budget		Annual Budget			
MSA SD		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
Books & Supplies					
4100	Text&CoreCurric	22,000	107,000	85,000	386%
4200	BooksOthRefMats	1,000	1,060	60	6%
4300	Materials and Supplies	-	-	-	0%
4310	Ins Mats & Sups	8,986	9,525	539	6%
4315	OthrSupplies	-	-	-	0%
4320	Office Supplies	30,000	31,800	1,800	6%
4325	ProfDevMat&Sups	-	-	-	0%
4326	Arts&MusicSupps	8,000	8,480	480	6%
4335	PE Supplies	2,500	2,650	150	6%
4340	Educat Software	34,344	46,170	11,826	34%
4345	NonInstStdntSup	13,735	14,559	824	6%
4346	TeacherSupplies	4,000	4,240	240	6%
4350	Cust. Supplies	12,000	12,720	720	6%
4351	Yearbook	-	-	-	0%
4390	Uniforms	16,000	16,960	960	6%
4400	NonCapEquip-Gen	19,000	33,500	14,500	76%
4410	ClssrmFrmEqp<5k	-	-	-	0%
4430	OffceFurnEqp<5k	1,000	1,060	60	6%
4440	Computers <\$5k	-	-	-	0%
4461	Fixed Asset Susp (Imp)	-	-	-	0%
4464	Equipment (Pre-Cap)	-	-	-	0%
4710	Food	-	-	-	0%
4720	Food:Other Food	16,000	16,960	960	6%
4990	Prior Year Adj (Mat'ls)	-	-	-	0%
4999	Misc Expenditure (Suspense)	-	-	-	0%
SUBTOTAL - Books and Supplies		188,565	306,684	118,119	63%

2023-24 July Budget		Annual Budget			
MSA SD		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
Services & Other Operating Expenses					
5101	CMO Fees	450,590	449,406	(1,184)	0%
5200	Travel - General	2,000	2,120	120	6%
5205	Conference Fees	2,000	2,120	120	6%
5210	MilesParkTolls	1,500	1,590	90	6%
5215	TravConferences	-	-	-	0%
5220	TraLodging	5,000	5,300	300	6%
5300	DuesMemberships	7,500	7,950	450	6%
5450	Other Insurance	74,640	79,118	4,478	6%
5500	OpsHousekeeping	60,000	40,000	(20,000)	-33%
5510	Gas & Electric	80,000	84,800	4,800	6%
5610	Rent & Leases	733,163	733,163	-	0%
5620	EquipmentLeases	15,000	15,900	900	6%
5630	Reps&MaintBldng	75,000	79,500	4,500	6%
5800	ProfessServices	98,535	207,780	109,245	111%
5810	Legal	10,000	10,600	600	6%
5813	SchPrgAftSchool	103,387	106,833	3,446	3%
5814	SchPrgAcadComps	2,500	2,650	150	6%
5819	SchlProgs-Other	1,000	1,060	60	6%
5820	Audit & CPA	9,000	9,540	540	6%
5825	DMSBusinessSvcs	-	-	-	0%
5835	Field Trips	40,000	31,800	(8,200)	-21%
5836	FieldTrip Trans	-	-	-	0%
5840	MarkngStdtRecrt	25,000	26,500	1,500	6%
5850	Oversight Fees	41,907	44,322	2,415	6%
5857	Payroll Fees	15,000	15,900	900	6%
5860	Service Fees	8,500	9,010	510	6%
5861	Prior Year Services	-	-	-	0%
5863	Prof Developmnt	4,000	4,240	240	6%
5864	Prof Dev-Other	11,464	12,152	688	6%
5865	Professional Development LLM	-	-	-	0%
5869	SpEd Ctrct Inst	236,478	250,666	14,189	6%
5870	Livescan	1,000	1,060	60	6%
5872	SPED Fees (incl Encroachment)	-	-	-	0%
5875	Staff Recruiting	-	-	-	0%
5884	Substitutes	130,000	50,000	(80,000)	-62%
5890	OthSvcsNon-Inst	500	530	30	6%
5900	Communications	3,000	3,180	180	6%
5910	Communications 2	-	-	-	0%
5920	TelecomInternet	33,000	34,980	1,980	6%
5930	PostageDelivery	4,000	4,240	240	6%
5940	Technology	27,494	29,144	1,650	6%
5990	Prior Year Adj (Services)	-	-	-	0%
SUBTOTAL - Services & Other Operating Exp.		2,312,158	2,357,155	44,997	2%

2023-24 July Budget		Annual Budget			
MSA SD		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
Capital Outlay & Depreciation					
6400	EquipFixed	-	-	-	0%
6900	Depreciation	85,290	59,137	(26,153)	-31%
SUBTOTAL - Capital Outlay & Depreciation		85,290	59,137	(26,153)	-31%
Other Outflows					
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	0%
7310	Indirect Costs	-	-	-	0%
7438	InterestExpense	3,000	3,180	180	6%
SUBTOTAL - Other Outflows		3,000	3,180	180	6%
TOTAL EXPENSES		5,834,349	6,255,230	420,881	7%

Monthly Cash Flow 2023-24

MSA-SD	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	1,453,333	1,202,944	1,062,315	1,163,883	1,131,187	1,099,218	1,087,245	1,106,953	1,074,984	1,083,253	1,115,265	1,103,540	1,091,814	
Revenue														
LCFF: State Aid	100,300	100,300	100,300	100,300	100,300	100,300	100,300	100,300	120,361	120,361	120,361	120,361	120,361	1,404,206
LCFF: EPA	-	-	19,995	-	-	19,995	-	-	19,995	-	-	-	19,995	79,980
LCFF: ILPT	-	176,880	353,760	235,840	235,840	235,840	235,840	235,840	247,632	247,632	247,632	247,632	247,632	2,947,999
Federal Revenue	-	521	20,044	-	-	-	20,044	-	-	20,044	-	-	79,191	139,843
Other State Revenues	56,837	56,837	82,636	106,330	82,636	82,636	114,268	82,636	71,026	94,720	71,026	71,026	119,308	1,091,920
Other Local Revenues	55,522	55,522	55,522	55,522	55,522	55,522	55,522	55,522	55,522	55,522	55,522	55,522	-	666,267
Total Revenue	212,659	390,060	632,257	497,992	474,298	494,293	525,974	474,298	514,536	538,279	494,541	494,541	586,486	6,330,215
Expenses														
Certificated Salaries	86,899	176,623	176,623	176,623	176,623	176,623	176,623	176,623	176,623	176,623	176,623	176,623	142,711	2,172,463
Classified Salaries	26,482	33,103	33,103	33,103	33,103	33,103	33,103	33,103	33,103	33,103	33,103	33,103	33,103	423,719
Benefits	39,586	75,524	75,524	75,524	75,524	75,524	75,524	75,524	75,524	75,524	75,524	75,524	62,538	932,892
Books and Supplies	24,535	24,535	24,535	24,535	24,535	24,535	24,535	24,535	24,535	24,535	24,535	24,535	12,267	306,684
Services and Operations	181,157	181,157	181,157	181,157	181,157	181,157	181,157	181,157	181,157	181,157	181,157	181,157	183,277	2,357,155
Depreciation / Cap Outlay	4,928	4,928	4,928	4,928	4,928	4,928	4,928	4,928	4,928	4,928	4,928	4,928	-	59,137
Other Outflows	265	265	265	265	265	265	265	265	265	265	265	265	-	3,180
Total Expenses	363,852	496,135	496,135	496,135	496,135	496,135	496,135	496,135	496,135	496,135	496,135	496,135	433,896	6,255,230
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	223,987	111,994	111,994	111,994										559,968
Accounts Receivable - Current Year														-
Other Assets/Accrual Adj														-
Fixed Assets - Depreciation Addback	4,928	4,928	4,928	4,928	4,928	4,928	4,928	4,928	4,928	4,928	4,928	4,928		59,137
Fixed Assets - Acquisitions Due To (From)														-
Expenses - Prior Year Accruals	(272,832)	(136,416)	(136,416)	(136,416)										(682,080)
Accounts Payable - Current Year														-
Loans Payable (Current)														-
Loans Payable (Long Term)	(15,060)	(15,060)	(15,060)	(15,060)	(15,060)	(15,060)	(15,060)	(15,060)	(15,060)	(15,060)	(15,060)	(15,060)		(180,720)
Total Other Transactions	(58,977)	(34,554)	(34,554)	(34,554)	(10,132)	(10,132)	(10,132)	(10,132)	(10,132)	(10,132)	(10,132)	(10,132)		(243,695)
Total Change in Cash	(210,169)	(140,629)	101,568	(32,697)	(31,968)	(11,973)	19,708	(31,968)	8,269	32,012	(11,726)	(11,726)		(168,710)
ENDING CASH (Local Bank 9120)	1,202,944	1,062,315	1,163,883	1,131,187	1,099,218	1,087,245	1,106,953	1,074,984	1,083,253	1,115,265	1,103,540	1,091,814		
ENDING CASH (County Treas. & Other)	40,220													
ENDING CASH (TOTAL)	1,243,164	1,062,315	1,163,883	1,131,187	1,099,218	1,087,245	1,106,953	1,074,984	1,083,253	1,115,265	1,103,540	1,091,814		<<< = 64 days cash



MSA-SD 2023-24 July Budget - Summary Analysis

SUMMARY OF RESULTS

The 2023-24 July Budget update projects a budget surplus of \$74,985.

This is an increase of \$317,811 from the prior year projected deficit of (\$242,826).

This will allow MSA-SD to end this fiscal year with a balance of \$1,201,272, which is 19.2% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is \$1,062,315, which represents 62 days of operating costs on average.

The June 30, 2024 ending cash balance this fiscal year is projected to be \$1,091,814, which represents 64 days of average operating costs.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total Change from Prior Year = increase of \$738,692, or 13.2% of Prior Year revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are \$459,167 higher than in the prior year, with average daily attendance (ADA) increasing by 12.58.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal CARES Act Funding.

Federal Revenues are projected at (\$52,791) lower than in the prior year.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, AB 602 State SpED, and one-time funds.

Other State Revenues are projected at (\$977,277) lower than in the prior year.

Other Local Revenues: This category includes fundraising revenue and any non-LCFF local revenue sources.

Other Local Revenues are projected at \$596,266 higher than in the prior year..

SIGNIFICANT CHANGES IN EXPENSES (Total Change from Prior Year = increase of \$420,881, or 7.2% of Prior Year expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are \$283,737 higher than in the prior year, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at \$179,728 higher than in the prior year.

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be \$22,237 higher than in the prior year.

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at (\$25,973) lower than in the prior year, reflecting updated depreciation and encroachment projections.

2023-24 July Budget		Annual Budget		
MERF	2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
SUMMARY				
Revenue				
Other Local Revenues	6,633,935	7,891,287	1,257,352	19%
Total Revenue	6,633,935	7,891,287	1,257,352	19%
Expenditures				
Classified Salaries	3,879,876	4,537,257	657,381	17%
Benefits	1,307,412	1,564,586	257,174	20%
Books and Supplies	83,250	107,250	24,000	29%
Services and Operating Exp.	1,381,117	1,650,324	269,207	19%
Depreciation & Cap Outlay	859	859	-	0%
Other Outflows	-	-	-	0%
Total Expenditures	6,652,514	7,860,276	1,207,762	18%
Net Revenues	(18,579)	31,011	49,590	
Fund Balance				
Beginning Balance (Budgeted)	2,390,863	2,372,284		
Net Revenues	(18,579)	31,011		
Ending Fund Balance	2,372,284	2,403,296		
Components of Fund Bal.				
Available For Econ. Uncert.		2,263,373	28.8% of Expenditures	
Restricted Balances (Est.)		127,129	1.6% of Expenditures	
Net Fixed Assets		12,795	0.2% of Expenditures	
Ending Fund Balance		2,403,296	30.6% of Expenditures	



2023-24 July Budget		Annual Budget			
MERF		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %

REVENUE**Local Revenue**

8600	Other Local Rev	-	-	-	0%
8660	Interest	-	-	-	0%
8698	OthRev-Suspense	-	-	-	0%
8701	CMO Fee - MSA-1	1,201,574	1,106,231	(95,343)	-8%
8702	CMO Fee - MSA-2	1,201,574	1,106,231	(95,343)	-8%
8703	CMO Fee - MSA-3	863,631	795,103	(68,528)	-8%
8704	CMO Fee - MSA-4	172,726	172,849	123	0%
8705	CMO Fee - MSA-5	225,295	207,418	(17,877)	-8%
8706	CMO Fee - MSA-6	247,825	172,849	(74,976)	-30%
8707	CMO Fee - MSA-7	225,295	553,115	327,820	146%
8708	CMO Fee - MSA-8	863,631	795,103	(68,528)	-8%
8709	CMO Fee - MSA-SA	750,984	1,106,231	355,247	47%
8712	CMO Fee - MSA-SD	450,590	449,406	(1,184)	0%
8690	Prior Year Adj (Local1)	-	-	-	0%
8677	SpEd Revenue	-	-	-	0%
8699	Other Revenue	430,810	1,426,751	995,941	231%
8999	Misc Revenue (Suspense)	-	-	-	0%
SUBTOTAL - Local Revenue		6,633,935	7,891,287	1,257,352	19%

2023-24 July Budget		Annual Budget			
MERF		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
Fundraising & Grants					
8802	Donations - Private	-	-	-	0%
8803	Fundraising	-	-	-	0%
SUBTOTAL - Fundraising & Grants		-	-	-	0%
TOTAL REVENUE		6,633,935	7,891,287	1,257,352	19%
EXPENSES					
Classified Salaries					
2100	Instructional Aides	-	-	-	0%
2200	Classified Support	-	-	-	0%
2300	Classified Admin	-	-	-	0%
2400	Clerical & Tech	3,879,876	4,537,257	657,381	17%
2900	OtherClassStaff	-	-	-	0%
SUBTOTAL - Classified Salaries		3,879,876	4,537,257	657,381	17%
Employee Benefits					
3101	STRS-Certified	-	-	-	0%
3102	STRS-Classified	371,474	399,326	27,852	7%
3201	PERS-Cert	-	-	-	0%
3202	PERS-Classified	78,405	88,452	10,047	13%
3301	OASDI/Med-Cert	-	-	-	0%
3302	OASDI/Med-Class	169,895	211,876	41,980	25%
3401	HlthWelfareCert	-	626,880	626,880	0%
3402	HlthWelfareCert	526,569	-	(526,569)	-100%
3501	UI-Certificated	-	-	-	0%
3502	UI-Classified	11,270	12,092	822	7%
3601	WorkersCmp-Cert	-	67,788	67,788	0%
3602	WorkersCmp-Class	67,788	-	(67,788)	-100%
3701	Other Retirement-Cert	-	-	-	0%
3901	OthBenes-Cert	-	-	-	0%
3902	OthBenes-Class	82,012	158,173	76,161	93%
SUBTOTAL - Employee Benefits		1,307,412	1,564,586	257,174	20%

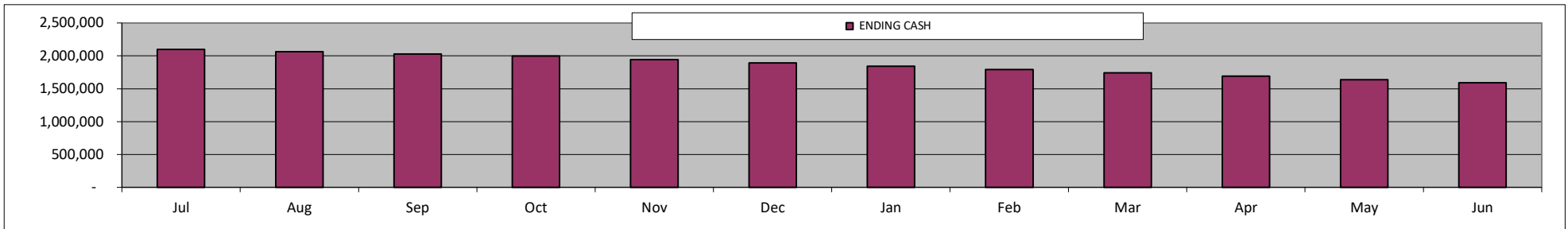
2023-24 July Budget		Annual Budget			
MERF		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
Books & Supplies					
4100	Text&CoreCurric	1,000	1,000	-	0%
4200	BooksOthRefMats	-	-	-	0%
4300	Materials and Supplies	-	-	-	0%
4310	Ins Mats & Sups	-	-	-	0%
4315	OthrSupplies	2,000	2,000	-	0%
4320	Office Supplies	14,000	15,000	1,000	7%
4325	ProfDevMat&Sups	-	-	-	0%
4326	Arts&MusicSupps	-	-	-	0%
4335	PE Supplies	-	-	-	0%
4340	Educat Software	5,750	5,750	-	0%
4345	NonInstStdntSup	5,000	25,000	20,000	400%
4346	TeacherSupplies	-	-	-	0%
4350	Cust. Supplies	-	-	-	0%
4351	Yearbook	-	-	-	0%
4390	Uniforms	3,000	3,000	-	0%
4400	NonCapEquip-Gen	10,000	12,500	2,500	25%
4410	ClssrmFrmEqp<5k	-	-	-	0%
4430	OffceFurnEqp<5k	-	-	-	0%
4440	Computers <\$5k	9,000	9,000	-	0%
4461	Fixed Asset Susp (Imp)	-	-	-	0%
4464	Equipment (Pre-Cap)	-	-	-	0%
4710	Food	-	-	-	0%
4720	Food:Other Food	33,500	34,000	500	1%
4990	Prior Year Adj (Mat'ls)	-	-	-	0%
4999	Misc Expenditure (Suspense)	-	-	-	0%
SUBTOTAL - Books and Supplies		83,250	107,250	24,000	29%

2023-24 July Budget		Annual Budget			
MERF		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
Services & Other Operating Expenses					
5101	CMO Fees	-	-	-	0%
5200	Travel - General	-	-	-	0%
5205	Conference Fees	12,500	12,500	-	0%
5210	MilesParkTolls	20,500	20,500	-	0%
5215	TravConferences	-	-	-	0%
5220	TraLodging	8,000	8,500	500	6%
5300	DuesMemberships	17,500	17,500	-	0%
5450	Other Insurance	8,890	8,890	-	0%
5500	OpsHousekeeping	7,500	3,500	(4,000)	-53%
5510	Gas & Electric	-	-	-	0%
5610	Rent & Leases	230,000	230,000	-	0%
5620	EquipmentLeases	8,000	8,000	-	0%
5630	Reps&MaintBldng	-	-	-	0%
5800	ProfessServices	220,000	276,457	56,457	26%
5810	Legal	60,500	72,000	11,500	19%
5813	SchPrgAftSchool	-	-	-	0%
5814	SchPrgAcadComps	-	-	-	0%
5819	SchlProgs-Other	-	-	-	0%
5820	Audit & CPA	12,000	12,000	-	0%
5825	DMSBusinessSvcs	592,000	772,000	180,000	30%
5835	Field Trips	-	-	-	0%
5836	FieldTrip Trans	-	-	-	0%
5840	MarkngStdtRecrt	38,000	38,000	-	0%
5850	Oversight Fees	-	-	-	0%
5857	Payroll Fees	15,000	21,000	6,000	40%
5860	Service Fees	500	500	-	0%
5861	Prior Year Services	-	-	-	0%
5863	Prof Developmnt	28,000	31,000	3,000	11%
5864	Prof Dev-Other	10,000	28,000	18,000	180%
5865	Professional Development LLM	-	-	-	0%
5869	SpEd Ctrct Inst	-	-	-	0%
5870	Livescan	-	-	-	0%
5872	SPED Fees (incl Encroachment)	-	-	-	0%
5875	Staff Recruiting	3,500	3,500	-	0%
5884	Substitutes	-	-	-	0%
5890	OthSvcsNon-Inst	-	-	-	0%
5900	Communications	1,450	1,450	-	0%
5910	Communications 2	-	-	-	0%
5920	TelecomInternet	15,000	15,000	-	0%
5930	PostageDelivery	12,000	11,500	(500)	-4%
5940	Technology	60,277	58,527	(1,750)	-3%
5990	Prior Year Adj (Services)	-	-	-	0%
SUBTOTAL - Services & Other Operating Exp.		1,381,117	1,650,324	269,207	19%

2023-24 July Budget		Annual Budget			
MERF		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
Capital Outlay & Depreciation					
6400	EquipFixed	-	-	-	0%
6900	Depreciation	859	859	-	0%
SUBTOTAL - Capital Outlay & Depreciation		859	859	-	0%
Other Outflows					
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	0%
7310	Indirect Costs	-	-	-	0%
7438	InterestExpense	-	-	-	0%
SUBTOTAL - Other Outflows		-	-	-	0%
TOTAL EXPENSES		6,652,514	7,860,276	1,207,762	18%

Monthly Cash Flow 2023-24

MERF	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	2,114,738	2,096,945	2,062,703	2,028,462	1,994,221	1,943,531	1,892,841	1,842,152	1,791,462	1,740,772	1,690,082	1,639,393	1,588,703	
Revenue														
LCFF: State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF: EPA	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF: ILPT	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Revenues	607,022	607,022	607,022	607,022	607,022	607,022	607,022	607,022	607,022	607,022	607,022	607,022	607,022	7,891,287
Total Revenue	607,022	607,022	607,022	607,022	607,022	607,022	607,022	607,022	607,022	607,022	607,022	607,022	607,022	7,891,287
Expenses														
Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classified Salaries	378,105	378,105	378,105	378,105	378,105	378,105	378,105	378,105	378,105	378,105	378,105	378,105	378,105	4,537,257
Benefits	130,382	130,382	130,382	130,382	130,382	130,382	130,382	130,382	130,382	130,382	130,382	130,382	130,382	1,564,586
Books and Supplies	8,580	8,580	8,580	8,580	8,580	8,580	8,580	8,580	8,580	8,580	8,580	8,580	8,580	107,250
Services and Operations	132,026	132,026	132,026	132,026	132,026	132,026	132,026	132,026	132,026	132,026	132,026	132,026	132,026	1,650,324
Depreciation / Cap Outlay	69	69	69	69	69	69	69	69	69	69	69	69	69	859
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	649,162	649,162	649,162	649,162	649,162	649,162	649,162	649,162	649,162	649,162	649,162	649,162	649,162	7,860,276
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	188,742	94,371	94,371	94,371										471,856
Accounts Receivable - Current Year														-
Other Assets/Accrual Adj														-
Fixed Assets - Depreciation Addback	69	69	69	69	69	69	69	69	69	69	69	69	69	825
Fixed Assets - Acquisitions Due To (From)														-
Expenses - Prior Year Accruals	(155,846)	(77,923)	(77,923)	(77,923)										(389,614)
Accounts Payable - Current Year														-
Summer Holdback for Teachers														-
Loans Payable (Current)														-
Loans Payable (Long Term)	(8,619)	(8,619)	(8,619)	(8,619)	(8,619)	(8,619)	(8,619)	(8,619)	(8,619)	(8,619)	(8,619)	(8,619)	(8,619)	(103,428)
Total Other Transactions	24,347	7,898	7,898	7,898	(8,550)	(8,550)	(8,550)	(8,550)	(8,550)	(8,550)	(8,550)	(8,550)	(8,550)	(20,361)
Total Change in Cash	(17,793)	(34,241)	(34,241)	(34,241)	(50,690)	(50,690)	(50,690)	(50,690)	(50,690)	(50,690)	(50,690)	(50,690)	(50,690)	10,650
ENDING CASH	2,096,945	2,062,703	2,028,462	1,994,221	1,943,531	1,892,841	1,842,152	1,791,462	1,740,772	1,690,082	1,639,393	1,588,703		<<< = 74 days cash



MERF 2023-24 July Budget - Summary Analysis

SUMMARY OF RESULTS

The 2023-24 July Budget update projects a budget surplus of \$31,011.

This is an increase of \$49,590 from the prior year projected deficit of (\$18,579).

This will allow MERF to end this fiscal year with a balance of \$2,403,296, which is 30.6% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is \$1,588,703, which represents 74 days of operating costs on average.

The June 30, 2024 ending cash balance this fiscal year is projected to be \$1,588,703, which represents 74 days of average operating costs.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES

Other Local Revenues: This category includes all MERF revenues from the sites, as well as other schoolwide revenue sources.

CMO Fee and other projected revenues are \$1,257,352 higher than in the prior year.

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are \$914,555 higher than in the prior year, reflecting budget adjustments.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at \$24,000 higher than in the prior year.

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be \$269,207 higher than in the prior year.

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets, interest, and other related costs.

These costs are projected at \$0 lower than in the prior year, reflecting no changes in projections.



2022-23 ESTIMATED ACTUALS - BY SITE

	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF	TOTAL
Enrollment	693	507	375	105	234	91	264	385	496	419		3,569
Attendance (P-2 ADA)	646.71	473.34	339.94	94.29	211.82	84.19	242.54	357.47	466.98	387.32		3,304.60
Revenue												
LCFF Entitlement	9,277,722	6,631,360	4,557,191	1,479,374	3,079,032	1,104,514	3,223,803	4,645,263	6,559,159	3,973,018	-	44,530,436
Federal Revenue	1,369,775	969,239	212,995	160,658	478,840	205,552	377,128	1,000,122	599,213	192,634	-	5,566,156
Other State Revenues	2,983,395	1,619,132	2,148,553	660,420	1,195,751	592,744	1,998,657	1,826,410	3,135,030	1,355,871	-	17,515,963
Other Local Revenues	315,718	78,117	26,069	103,901	29,714	95,518	262,086	373,216	111,674	70,001	6,633,935	8,099,949
Total Revenue	13,946,611	9,297,849	6,944,808	2,404,353	4,783,338	1,998,328	5,861,674	7,845,011	10,405,076	5,591,524	6,633,935	75,712,505
Expenses												
Certificated Salaries	3,936,799	2,706,787	2,678,630	1,045,383	1,658,423	842,429	1,583,196	2,403,307	3,635,244	2,068,956	-	22,559,155
Classified Salaries	1,311,949	956,217	747,532	205,839	496,292	225,908	686,868	863,322	856,151	332,067	3,879,876	10,562,020
Benefits	1,825,086	1,291,048	1,272,594	455,049	793,705	367,197	739,703	1,116,930	1,622,819	844,314	1,307,412	11,635,856
Books and Supplies	756,387	517,872	279,641	80,237	210,382	105,196	217,332	564,964	437,751	188,565	83,250	3,441,576
Services and Operations	4,929,934	2,864,779	2,263,556	688,780	1,260,215	803,188	2,135,283	2,131,377	2,768,132	2,312,158	1,381,117	23,538,518
Depreciation / Cap Outlay	592,048	135,790	119,002	37,940	83,857	32,993	119,824	195,400	817,151	85,290	859	2,220,154
Other Outflows	15,000	-	-	-	-	-	-	-	538,517	3,000	-	556,517
Total Expenses	13,367,203	8,472,493	7,360,954	2,513,229	4,502,873	2,376,910	5,482,206	7,275,300	10,675,766	5,834,349	6,652,514	74,513,797
Net Revenue	579,408	825,355	(416,146)	(108,876)	280,464	(378,582)	379,468	569,711	(270,690)	(242,826)	(18,579)	1,198,708
Fund Balance												
Beginning Balance	9,528,476	3,805,042	2,646,594	1,349,017	3,694,602	2,440,121	2,614,648	6,432,843	9,513,550	1,369,113	2,390,863	45,784,870
Net Revenue	579,408	825,355	(416,146)	(108,876)	280,464	(378,582)	379,468	569,711	(270,690)	(242,826)	(18,579)	1,198,708
Projected Ending Balance	10,107,884	4,630,397	2,230,448	1,240,141	3,975,066	2,061,539	2,994,116	7,002,554	9,242,860	1,126,287	2,372,284	46,983,578
Ending Bal. as % of Exp.:	75.6%	54.7%	30.3%	49.3%	88.3%	86.7%	54.6%	96.3%	86.6%	19.3%	35.7%	63.1%

Coversheet

Enrollment Recruitment and Retention Action Plans

Section: V. Information/Discussion Items
Item: C. Enrollment Recruitment and Retention Action Plans
Purpose: Discuss
Submitted by:
Related Material: V_C_Enrollment Recruitment and Retention Action Plans.pdf



Agenda Item:	IV C: Information/Discussion Item
Date:	June 8, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Dr. Brenda D. Lopez, Chief External Officer
RE:	Enrollment Recruitment and Retention Action Plans

Action Proposed:

No action is needed. This item is solely information but may spark interest and further conversation.

Purpose:

The purpose of today’s presentation is to inform and update Board members about marketing and engagement strategies related to recruitment and retention for student enrollment across all Magnolia school sites. The importance of the presentation is to understand the elements that inform the marketing process and to also learn about the investment in digital marketing as well as new partners.

Background:

Magnolia invested in digital marketing back in July 2021 with ongoing adjustments there have been improvements to the process and Larson Communications will update the MPS Board on what those improvements have been with our campaign.

Analysis:

The importance of understanding the enrollment trends from surrounding schools where the 10 Magnolia school sites are located is critical. The trends inform what is driving enrollment and what practices are working for schools. The lens is also important to understand from an academic and extended learning perspective as well.

Impact:

The process of improving recruitment and retention efforts is a science and periodically must be evaluated to measure success.

Budget Implications:

In attaining the enrollment goal for the upcoming school years, there will be additional funding which can support both human capital and excellent learning programs and resources that support the whole child's success.

Exhibits: Slide Deck: Enrollment Analysis
 Magnolia Digital Marketing Campaign



Enrollment Analysis

Recruitment & Retention Strategy

Objective

The objective of this presentation is to illustrate the trends in enrollment in the surrounding community for each unique Magnolia Public School (MPS) school site. This process informs a collective and individual recruitment and retention plan throughout the school year.

An analysis of enrollment and demographic data for schools is pulled from public data sources like [Ed Data](#) and [DataQuest](#) as well as MPS internal trackers and qualitative data from internal conversations with educational partners.

Parent and Community Engagement (PACE) coordinators under the leadership of both the Chief External Officer (CXO) and site principal analyze the information and determine the next steps for action regarding recruitment and retention.

Current Enrollment Tracker

2023 -2024 Intent to Return & Applications

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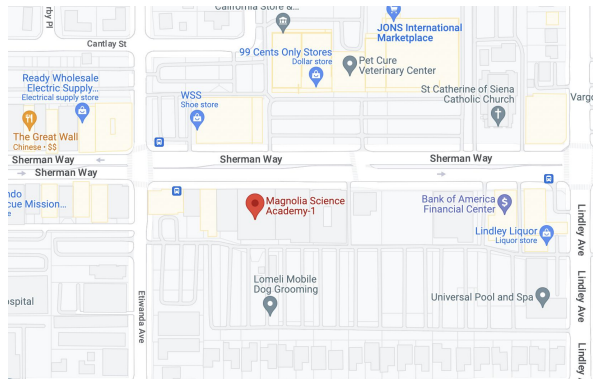
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2023-2024 SchoolMint Applications In Progress												
Last Updated: 6/2/2023												2023-2024
WAIT LISTED	INFINITE CAMPUS Enrollments	Distance from Target Enrollment <small>(Target minus - step4 and returning students)</small>	SITE NAME	STEP 1 SUBMITTED Applications <small>(Post-Open Enrollment)</small>	STEP 2 OFFERED Enrollment	STEP 3 ACCEPTED OFFER + Registration in Progress	STEP 4 Registration COMPLETE	TOTAL APPLICATIONS	TARGET ENROLLMENTS	SITE NAME	RETURNING STUDENTS	
6/2/2023	6/2/2023	6/2/2023		DO NOT ENTER DATA HERE - DO NOT CHANGE FORMULAS					6/2/2023	3/10/2023		6/2/2023
0	697	26	MSA 1	5	2	38	123	168	700	MSA 1	596	
0	508	6	MSA 2	10	8	25	117	160	530	MSA 2	411	
1	362	45	MSA 3	1	13	28	56	99	400	MSA 3	311	
0	107	13	MSA 4	1	1	6	45	53	129	MSA 4	77	
0	233	22	MSA 5	2	0	8	35	45	239	MSA 5	185	
2	94	13	MSA 6	0	1	12	39	54	110	MSA 6	58	
17	264	54	MSA 7	0	2	1	58	78	287	MSA 7	218	
4	382	15	MSA Bell	3	1	7	140	155	394	MSA Bell	244	
37	419	2	MSA San Diego	0	9	5	202	253	430	MSA San Diego	264	
8	493	24	MSA Santa Ana	0	3	1	65	77	520	MSA Santa Ana	455	
69	3559	220	TOTALS	22	40	131	880	Final step count: 666 this time last year.		TOTALS	2819	
			STEPS 1+2+3+4+WL	1,142			Step 4 This time last year					
OPEN ENROLLMENT WINDOW CLOSED: Friday, January 13, 2023												

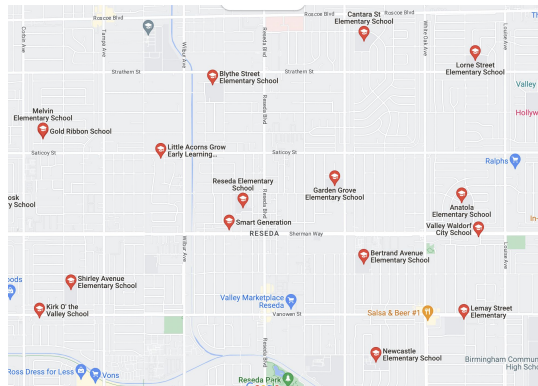
Magnolia Science Academy-1

MSA-1



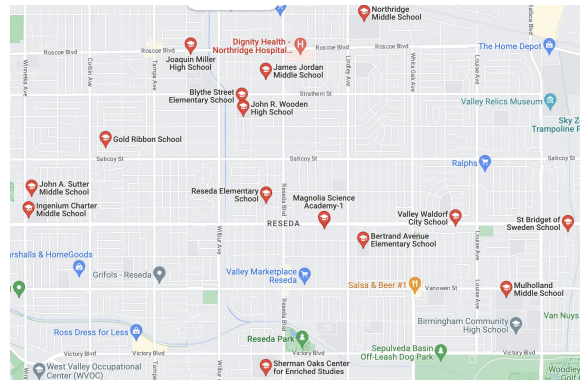
Feeder Elementary Schools:

1. Reseda Elementary
2. Blythe Elementary
3. Garden Grove



Feeder Middle Schools:

1. William Mulholland MS
2. Northridge MS
3. Portola MS



Data Analysis- Magnolia Science Academy-1



1. What are the surrounding schools enrollment stats?

- Our surrounding elementary school's enrollment has steadily declined over the years with Bertrand Elementary losing more than 60 students within the last 3 years. Their total enrollment for 21-22 was 313 students.
- Our examples of MS Feeder Schools, Northridge MS and Portola MS have steadily declined over the years. Our example of Granada HS has been increasing steadily.

2. Add/ Drop Data Summary:

Add:

- Didn't think that their previous school was a good fit
- New to the country
- Bullying issue at old school

Drop:

- Moving out of state/city
- Attendance/Disciplinary Behavior
- Academic rigor/advanced classes at another school

3. What are the top 3 reasons families selected your school?

- Smaller School Size
- Accessibility/easier communication to school staff
- Home Visits

4. What is the data telling us?

- Data has shown that many of our surrounding elementary & middle schools enrollment has been declining over the years. Some surrounding HS have shown steady increase or are stable.

5. What information is still needed?

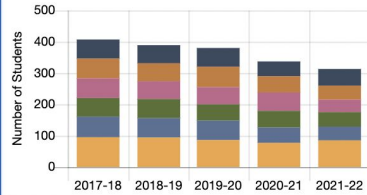
For the schools whose enrollment has not been affected, what are they doing differently in order to maintain their steady enrollment? We must research/implement best practices.

Magnolia Science Academy-1

Census Day Enrollment by Grade

Bertrand Avenue Elementary
CDS Code 19-64733-6016026

Select Options



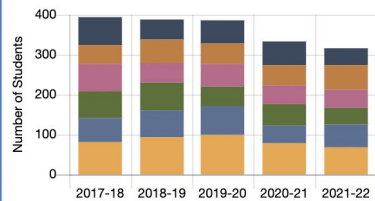
View Table Data

Census Day Enrollment by Grade	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 1	61	58	60	47	53
Grade 2	63	57	65	52	45
Grade 3	63	57	55	59	40
Grade 4	59	61	52	53	46
Grade 5	66	62	62	49	44
Kindergarten	95	94	86	77	85
Total	407	389	380	337	313

Census Day Enrollment by Grade

Garden Grove Elementary
CDS Code 19-64733-6017206

Select Options



View Table Data

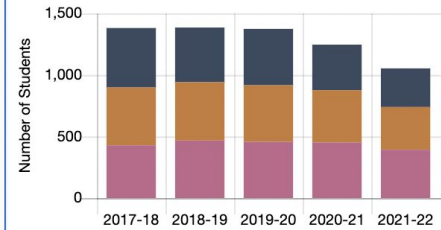
Census Day Enrollment by Grade	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 1	70	50	58	59	42
Grade 2	47	59	51	51	62
Grade 3	69	49	57	47	45
Grade 4	67	70	49	54	42
Grade 5	60	67	72	44	57
Kindergarten	81	93	99	78	68
Total	381	422	426	382	316

Powered by BoardOnTrack16

Census Day Enrollment by Grade

William Mulholland Middle
CDS Code 19-64733-6058184

Select Options



View Table Data

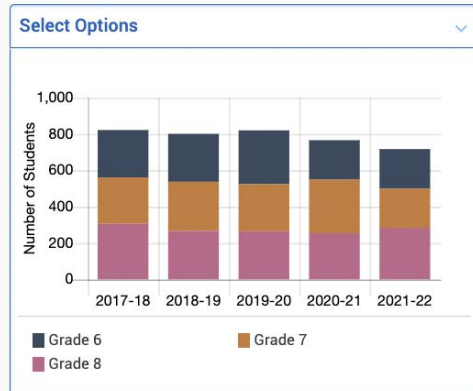
Census Day Enrollment by Grade	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 6	483	444	458	370	314
Grade 7	470	474	460	425	347
Grade 8	428	467	456	451	392
Total	1,381	1,385	1,374	1,246	1,053

Magnolia Science Academy-1

Census Day Enrollment by Grade

Northridge Middle

CDS Code 19-64733-6058200



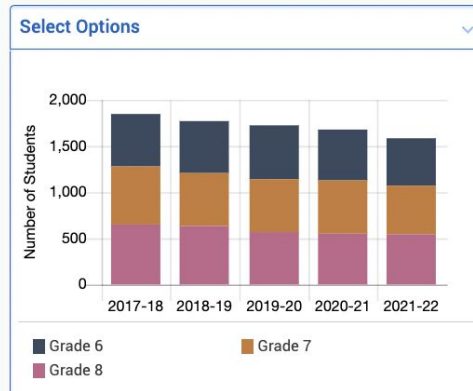
View Table Data

Census Day Enrollment by Grade	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 6	261	264	296	217	215
Grade 7	255	271	259	295	215
Grade 8	306	266	265	254	284
Total	822	801	820	766	717

Census Day Enrollment by Grade

Gaspar De Portola Charter Middle

CDS Code 19-64733-6061584



View Table Data

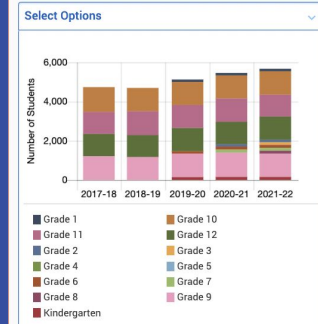
Census Day Enrollment by Grade	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 6	568	563	583	550	513
Grade 7	629	573	573	577	526
Grade 8	650	634	568	551	545
Total	1,678	1,678	1,678	1,678	1,584

Powered by BoardOnTrack

Census Day Enrollment by Grade

Granada Hills Charter

CDS Code 19-64733-1933746



View Table Data

Census Day Enrollment by Grade	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 1	0	0	120	130	130
Grade 10	1,270	1,191	1,180	1,175	1,192
Grade 11	1,119	1,218	1,173	1,195	1,118
Grade 12	1,139	1,120	1,185	1,132	1,183
Grade 2	0	0	0	130	130
Grade 3	0	0	0	0	130
Grade 4	0	0	0	0	0
Grade 5	0	0	0	0	0
Grade 6	0	0	120	150	150
Grade 7	0	0	0	150	150
Grade 8	0	0	0	0	150
Grade 9	1,211	1,169	1,202	1,244	1,186
Kindergarten	0	0	144	156	156
Total	4,739	4,698	5,124	5,462	5,675

Magnolia Science Academy-1

Enrollment Multi-Year Summary by Grade

James Jordan Middle Report (19-64733-0109884)

[+ Report Description](#)

[+ Report Options and Filters](#)

Academic Year	Total	Grade K	Grade 1
2022-23	449	0.0%	0.0%
2021-22	415	0.0%	0.0%
2020-21	418	0.0%	0.0%
2019-20	428	0.0%	0.0%
2018-19	406	0.0%	0.0%
2017-18	391	0.0%	0.0%
2016-17	384	0.0%	0.0%

Enrollment Multi-Year Summary by Grade

Valley International Preparatory High Report (19-64733-0137612)

[+ Report Description](#)

[+ Report Options and Filters](#)

Academic Year	Total
2022-23	275
2021-22	263
2020-21	233
2019-20	224
2018-19	206

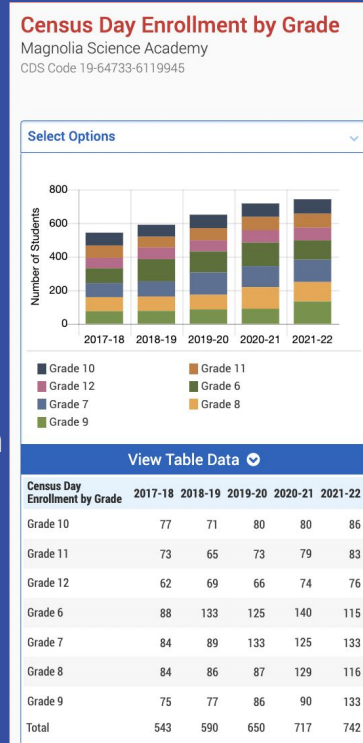
Academic School Data Comparison



- Mission, Vision, and Core Values
- SBAC data
- U.S. News and World Report Ranking
- C.A. Distinguished School Seal
- USC, Innovate, and L.A. County Top Schools
- Distinguished programs i.e. community schools, STEAM focused, Early College High School
- Greatschools.org data

Action Steps- Magnolia Science Academy -1

1. Call a mtg with administration and share key takeaways
2. Strategize what are the next steps for recruitment and retention plans
3. Empower allies to spread word of mouth
4. Joining Reseda Council to work together more as a community
5. Join more community events with outside organizations (neighboring hospitals, councils, parent committees, etc.)
6. Offer more events open to the community such as Open House, Resource Fairs, Carnivals and etc.



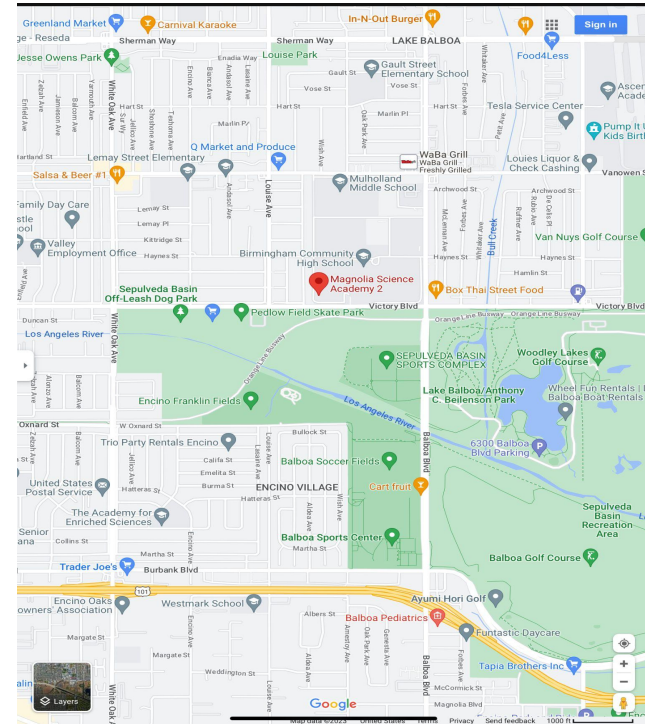
Magnolia Science Academy- 2 Valley

Feeder Schools (Elementary)

1. Lemay Street Elementary
2. Anatola Avenue Elementary
3. Bassett Elementary
4. Columbus Avenue
5. Gault Street Elementary

Feeder Schools (Middle School)

1. Mulholland Middle Middle School
2. Portola Middle School
3. Van Nuys Middle School



Magnolia Science Academy- 2 Valley

Lemay Street Elementary

Academic Year	Total
2022-23	342
2021-22	332
2020-21	396
2019-20	386
2018-19	394
2017-18	407
2016-17	396

Anatola Avenue Elementary

Academic Year	Total
2022-23	290
2021-22	291
2020-21	357
2019-20	387
2018-19	412
2017-18	446
2016-17	474

Bassett Elementary

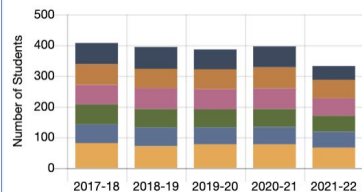
Academic Year	Total
2022-23	615
2021-22	567
2020-21	610
2019-20	692
2018-19	754
2017-18	804
2016-17	830

Magnolia Science Academy- 2 Valley

Census Day Enrollment by Grade

Lemay Street Elementary
CDS Code 19-64733-6017842

Select Options



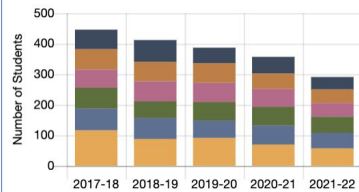
View Table Data

Census Day Enrollment by Grade	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 1	69	71	65	68	45
Grade 2	68	63	64	69	60
Grade 3	63	68	66	67	57
Grade 4	65	60	59	58	52
Grade 5	61	61	55	57	52
Kindergarten	81	71	77	77	66
Total	407	394	386	396	332

Census Day Enrollment by Grade

Anatola Avenue Elementary
CDS Code 19-64733-6015770

Select Options



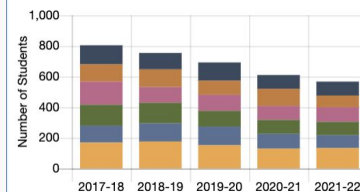
View Table Data

Census Day Enrollment by Grade	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 1	64	72	51	55	41
Grade 2	67	63	64	50	44
Grade 3	59	66	63	59	45
Grade 4	69	54	61	61	53
Grade 5	71	69	57	62	51
Kindergarten	116	88	91	70	57
Total	446	412	387	357	291

Census Day Enrollment by Grade

Bassett Street Elementary
CDS Code 19-64733-6015960

Select Options



View Table Data

Census Day Enrollment by Grade	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 1	124	107	119	90	91
Grade 2	113	116	92	112	76
Grade 3	151	102	105	91	96
Grade 4	137	135	102	91	87
Grade 5	110	118	122	97	84
Kindergarten	169	176	152	129	133
Total	804	754	692	610	567

Magnolia Science Academy- 2 Valley

Mulholland Middle School

Academic Year	Total
2022-23	1,002
2021-22	1,053
2020-21	1,246
2019-20	1,374
2018-19	1,385
2017-18	1,381
2016-17	1,269

Portola Middle School

Academic Year	Total
2022-23	1,441
2021-22	1,584
2020-21	1,678
2019-20	1,724
2018-19	1,770
2017-18	1,847
2016-17	1,893

Van Nuys Middle School

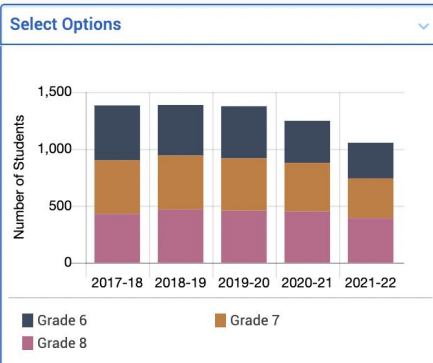
Academic Year	Total
2022-23	869
2021-22	894
2020-21	946
2019-20	1,031
2018-19	1,048
2017-18	1,083
2016-17	1,092

Magnolia Science Academy- 2 Valley

Census Day Enrollment by Grade

William Mulholland Middle

CDS Code 19-64733-6058184



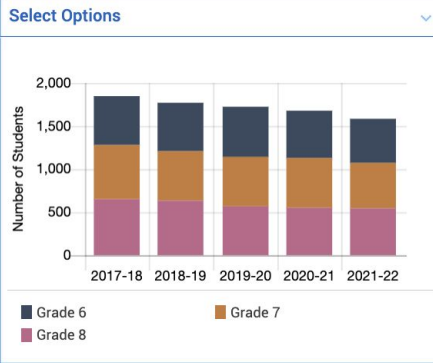
View Table Data

Census Day Enrollment by Grade	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 6	483	444	458	370	314
Grade 7	470	474	460	425	347
Grade 8	428	467	456	451	392
Total	1,381	1,385	1,374	1,246	1,053

Census Day Enrollment by Grade

Gaspar De Portola Charter Middle

CDS Code 19-64733-6061584



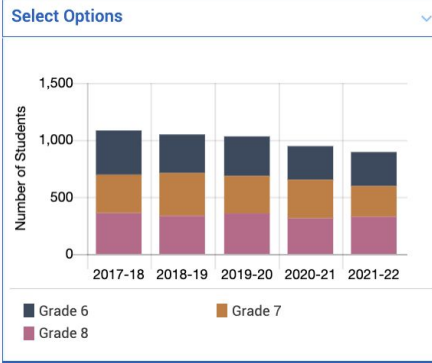
View Table Data

Census Day Enrollment by Grade	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 6	568	563	583	550	513
Grade 7	629	573	573	577	526
Grade 8	650	634	568	551	545
Total	1,847	1,770	1,724	1,678	1,584

Census Day Enrollment by Grade

Van Nuys Middle

CDS Code 19-64733-6058333



View Table Data

Census Day Enrollment by Grade	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 6	388	338	346	295	298
Grade 7	335	376	328	338	268
Grade 8	360	334	357	313	328
Total	1,083	1,048	1,031	946	894

Data Analysis - MSA2 Valley



MAGNOLIA SCIENCE ACADEMY - 2

1. What are the surrounding enrollment stats ?
Enrollment for surrounding elementary schools has declined steadily.
2. [Add/drop data](#) reflection - more analysis is needed
 - Add Data : Bullying at old school, wanted a smaller school ,
 - Drop Data : Moved to another state, peer conflict
3. What are the top 3 reasons families selected your school?
Community school, smaller campus, STEAM Education
4. What is the data telling us?
Our enrollment data shows that our enrollment has increased steadily. Data also shows enrollment for surrounding elementary schools has decreased. Enrollment data for surrounding high schools shows their general enrollment increased while their census day enrollment decreased.
5. What information is still needed?
Cumulative enrollment for MSA 2 on data ed.
What other schools offer that we do not (example digital art or regular art class).

Academic School Data Comparison



MAGNOLIA SCIENCE ACADEMY - 2

- Mission, Vision, and Core Values
- SBAC data
- U.S. News and World Report Ranking
- C.A. Distinguished School Seal
- USC, Innovate, and L.A. County Top Schools
- Distinguished programs i.e. community schools, STEAM focused, Early College High School
- Greatschools.org data

Action Steps - MSA 2 Valley

1. Call a mtg with administration and share key takeaways
2. Strategize what are the next steps for recruitment and retention plans - summer planning, community events
3. Empower your allies to spread word of mouth - parents, community partners, schools near MSA 2
4. [Padlet Recruitment & Retention Strategy](#)
5. Invite to events - new student orientation
6. More tabling for community events



Magnolia Science Academy-3 VIPERS



Data Analysis - MSA 3



1. Most students are coming from Broadacres AVE Elementary, Bursch Elementary, Laurel Street Elementary
2. [Add/ Drop reflection](#)
3. What are the top 3 reasons families selected your school?
 - a. Smaller campus
 - b. Dual enrollment
 - c. The school is grades 6th -12th
4. What is the data telling us?

The cities around carson are decreasing in student enrollment
5. What information is still needed?
 - Still need more information on why they are not retaining their students and what is affecting the enrollment.

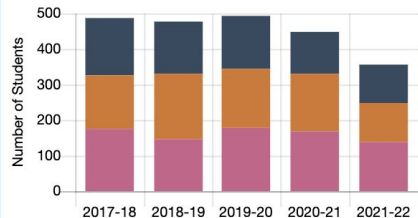
Surrounding Schools' Enrollment Data

Census Day Enrollment by Grade

Glenn Hammond Curtiss Middle

CDS Code 19-64733-6066294

Select Options



View Table Data

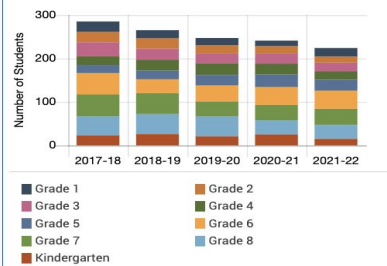
Census Day Enrollment by Grade	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 6	161	147	149	118	108
Grade 7	151	184	166	162	110
Grade 8	175	146	178	168	138
Total	487	477	493	448	356

Census Day Enrollment by Grade

Laurel Elementary

CDS Code 19-64733-6017818

Select Options



View Table Data

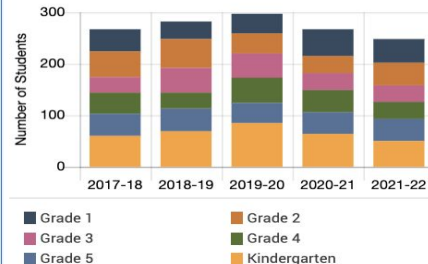
Census Day Enrollment by Grade	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 1	24	19	17	13	20
Grade 2	24	24	19	17	14
Grade 3	32	25	22	23	20
Grade 4	20	25	27	25	19
Grade 5	19	20	24	29	25
Grade 6	49	32	37	41	42
Grade 7	50	48	34	35	37
Grade 8	44	46	46	33	32
Kindergarten	23	26	21	25	15
Total	285	265	247	241	224

Census Day Enrollment by Grade

Broadacres Avenue Elementary Visual & Performing Arts Magnet

CDS Code 19-64733-6016117

Select Options



View Table Data

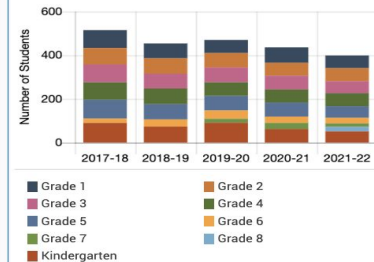
Census Day Enrollment by Grade	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 1	43	34	38	52	46
Grade 2	50	56	39	33	44
Grade 3	30	48	47	33	32
Grade 4	41	31	49	43	33
Grade 5	43	44	39	42	43
Kindergarten	60	69	85	64	50
Total	267	282	297	267	248

Census Day Enrollment by Grade

Bursch Elementary

CDS Code 19-73437-6012231

Select Options



View Table Data

Census Day Enrollment by Grade	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 1	82	68	60	71	58
Grade 2	75	71	66	59	60
Grade 3	82	67	68	63	55
Grade 4	80	72	62	60	59
Grade 5	86	70	67	64	53
Grade 6	20	33	38	29	26
Grade 7	0	0	18	28	16
Grade 8	0	0	0	0	21
Kindergarten	90	73	91	62	51
Total	515	454	470	436	399

Academic School Data Comparison



- Mission, Vision, and Core Values
- SBAC data
- U.S. News and World Report Ranking
- C.A. Distinguished School Seal
- USC, Innovate, and L.A. County Top Schools
- Distinguished programs i.e. community schools, STEAM focused, Early College High School
- Greatschools.org data

Action Steps - MSA 3

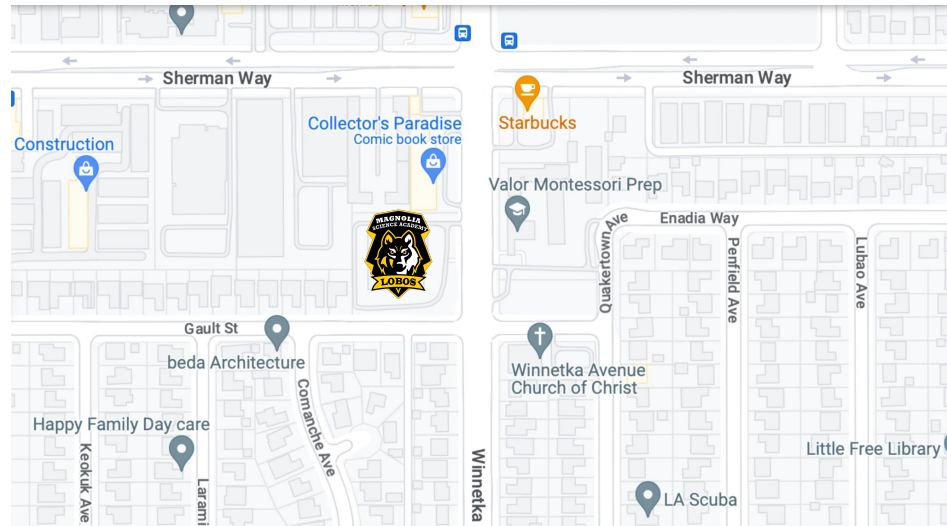
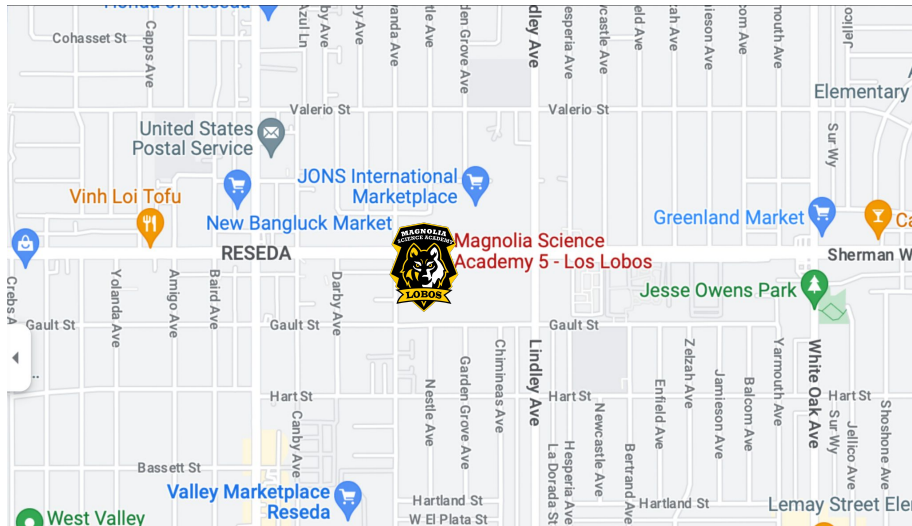
1. Call a mtg with administration and share key takeaways
2. Strategize what are the next steps for recruitment and retention plans
3. Empower your allies to spread word of mouth
4. <https://padlet.com/DrBDLopez/recruitment-retention-activities-before-the-end-of-year-u5ay95nyccqagbbq>

Outreach events in the Summer
providing resources to students and families

MSA-5 LOS LOBOS

Current MSA-5 Site

Future MSA-5 Site



Data Analysis MSA-5 LOS LOBOS

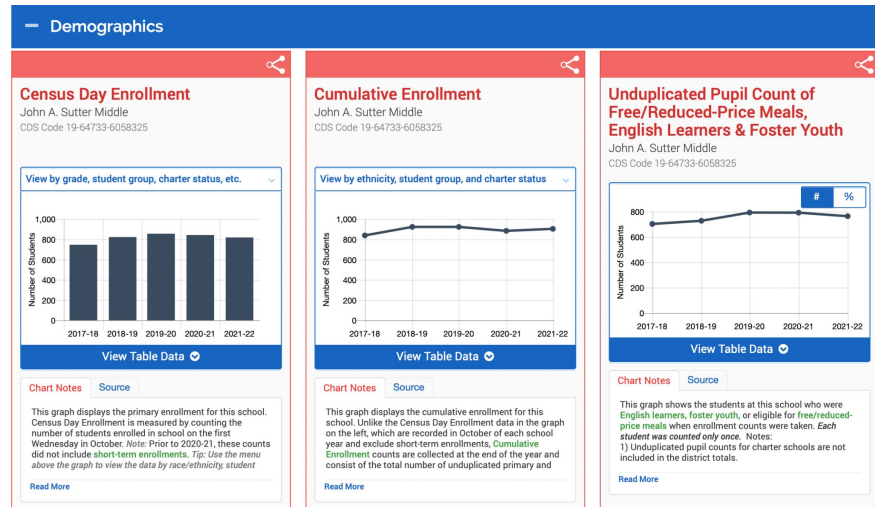
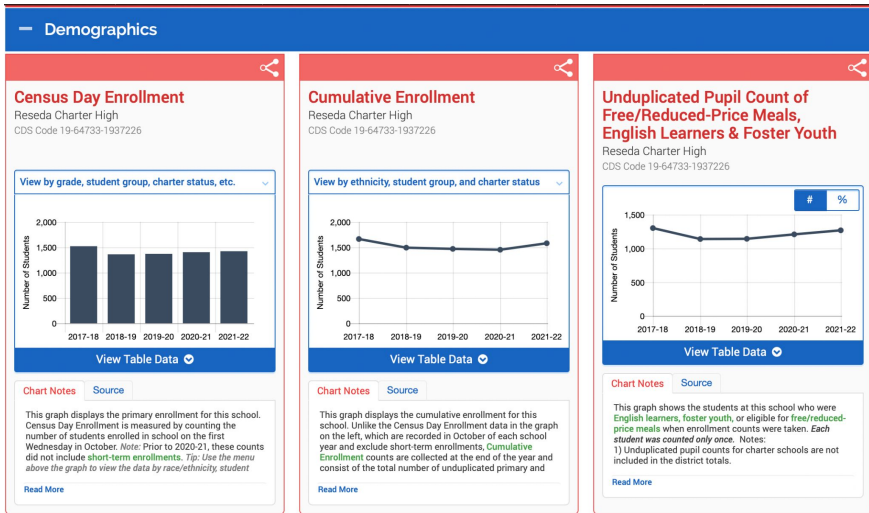


1. What are the surrounding enrollment stats? Reseda H.S ,current enrollment 1,423. Future site surrounding school, Sutter Middle School enrollment 818 students.
2. Add/ drop data summary [Add/ drop data](#)
3. What are the top 3 reasons families selected your school? Family members,siblings, Word of mouth.
4. What is the data telling us? Reseda H.S has been steady with their enrollment with the addition of enrolling 6-8th grade. Sutter Middle School is having the lowest enrollment since 2017-18.
5. What information is still needed? What been affected to retaining our students.

Data Analysis MSA-5 LOS LOBOS

Reseda High School Data

Sutter Middle School Future MSA-5 surrounding school Data



Data Analysis MSA-5 LOS LOBOS

James Jordan Middle

Enrollment Multi-Year Summary by Grade

James Jordan Middle Report (19-64733-0109884)

+ Report Description

+ Report Options and Filters

Academic Year	Total	Grade K	Grade 1
2022-23	449	0.0%	0.0%
2021-22	415	0.0%	0.0%
2020-21	418	0.0%	0.0%
2019-20	428	0.0%	0.0%
2018-19	406	0.0%	0.0%
2017-18	391	0.0%	0.0%
2016-17	384	0.0%	0.0%

Sutter Middle School Future MSA-5 surrounding school Data

Enrollment Multi-Year Summary by Grade

John A. Sutter Middle Report (19-64733-6058325)

+ Report Description

+ Report Options and Filters

Academic Year	Total
2022-23	853
2021-22	818
2020-21	842
2019-20	855
2018-19	822
2017-18	746
2016-17	803

Academic School Data Comparison



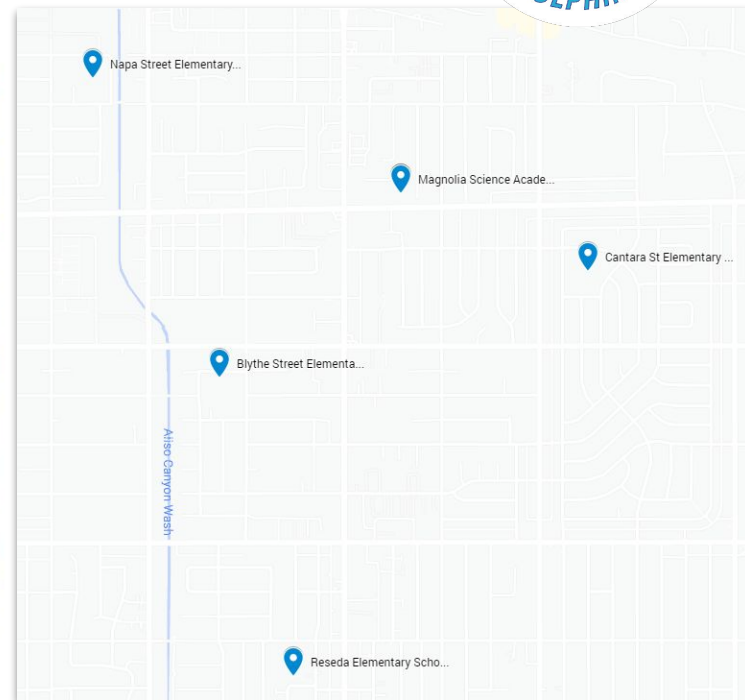
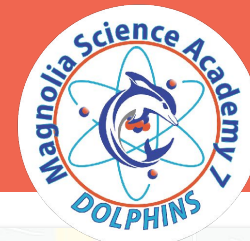
- Mission, Vision, and Core Values
- SBAC data
- U.S. News and World Report Ranking
- C.A. Distinguished School Seal
- USC, Innovate, and L.A. County Top Schools
- Distinguished programs i.e. community schools, STEAM focused, Early College High School
- Greatschools.org data

Action Steps MSA-5 LOS LOBOS

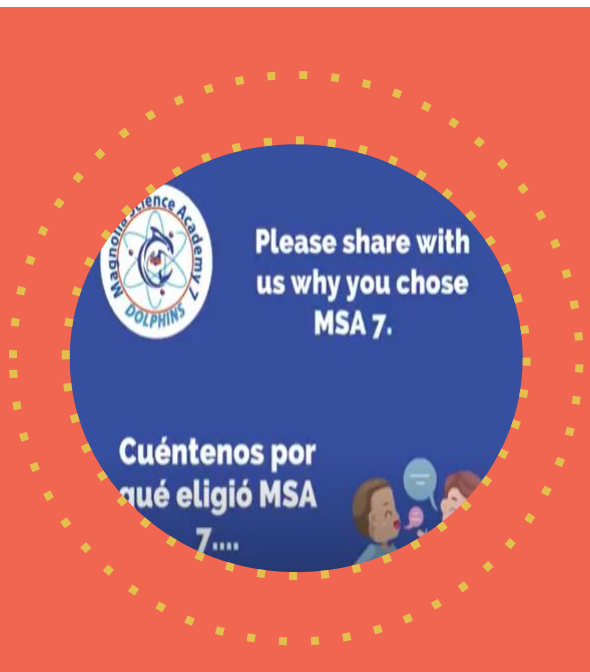
1. Call a mtg with administration and share key takeaways
2. Strategize what are the next steps for recruitment and retention plans
3. Empower your allies to spread word of mouth
4. Community events to spread the word about our school.
5. Getting involved with Winnetka council for our future site.
6. Outreach in the surrounding area of our future site.



Magnolia Science Academy-7



Data Analysis (MSA-7)



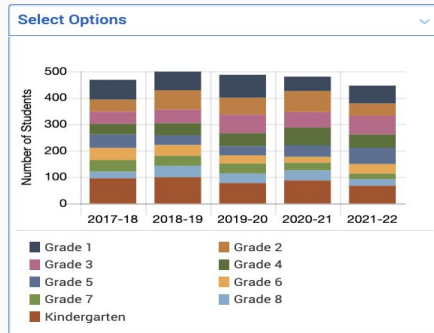
1. There are 4 main elementaries in our area with 3 of them having declining enrollment trends over the last couple years. Reseda Elementary was downward trending but has hit a slight increase this past year (up 10 students).
2. Drop- Most of our families move out of state or out of the area due to the increasing cost of housing.
Add- We have seen a recent increase in students coming from other countries and being recommended to our school by our current families.
3. What are the top 3 reasons families selected your school?
 - a. Small Community/ Family feel
 - b. School climate (PBIS)
 - c. Hub of resources
4. All elementary schools in our area are struggling with enrollment but the Reseda area seems to have a need for another school option.
5. What information is still needed? Tools or strategies that can be used to recruit grades 2nd-5th.

MSA 7

Census Day Enrollment by Grade

Multicultural Learning Center

CDS Code 19-64733-6119044



[View Table Data](#)

Census Day Enrollment by Grade	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 1	75	71	87	55	68
Grade 2	46	73	64	79	46
Grade 3	46	51	70	59	71
Grade 4	40	46	49	67	50
Grade 5	51	37	35	44	62
Grade 6	46	41	31	22	36
Grade 7	44	38	38	29	21
Grade 8	25	43	36	38	25
Kindergarten	95	99	77	87	67
Total	468	499	487	480	446

Multicultural Learning Center

Enrollment Multi-Year Summary by Grade

Multicultural Learning Center Report (19-64733-6119044)

- [+ Report Description](#)
- [+ Report Options and Filters](#)

Academic Year	Total
2022-23	474
2021-22	446
2020-21	480
2019-20	487
2018-19	499
2017-18	468
2016-17	402

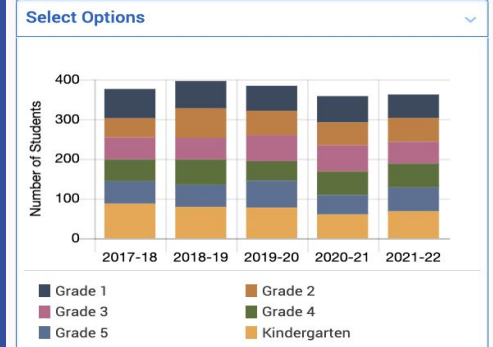
Melvin Avenue Elementary

Academic Year	Total
2022-23	363
2021-22	362
2020-21	358
2019-20	384
2018-19	396
2017-18	376
2016-17	392

Census Day Enrollment by Grade

Melvin Avenue Elementary

CDS Code 19-64733-6018121



[View Table Data](#)

Census Day Enrollment by Grade	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 1	74	69	63	66	59
Grade 2	48	74	61	58	60
Grade 3	56	55	66	66	55
Grade 4	54	63	49	59	60
Grade 5	57	56	68	49	60
Kindergarten	87	79	77	60	68
Total	376	396	384	351	362

Academic School Data Comparison



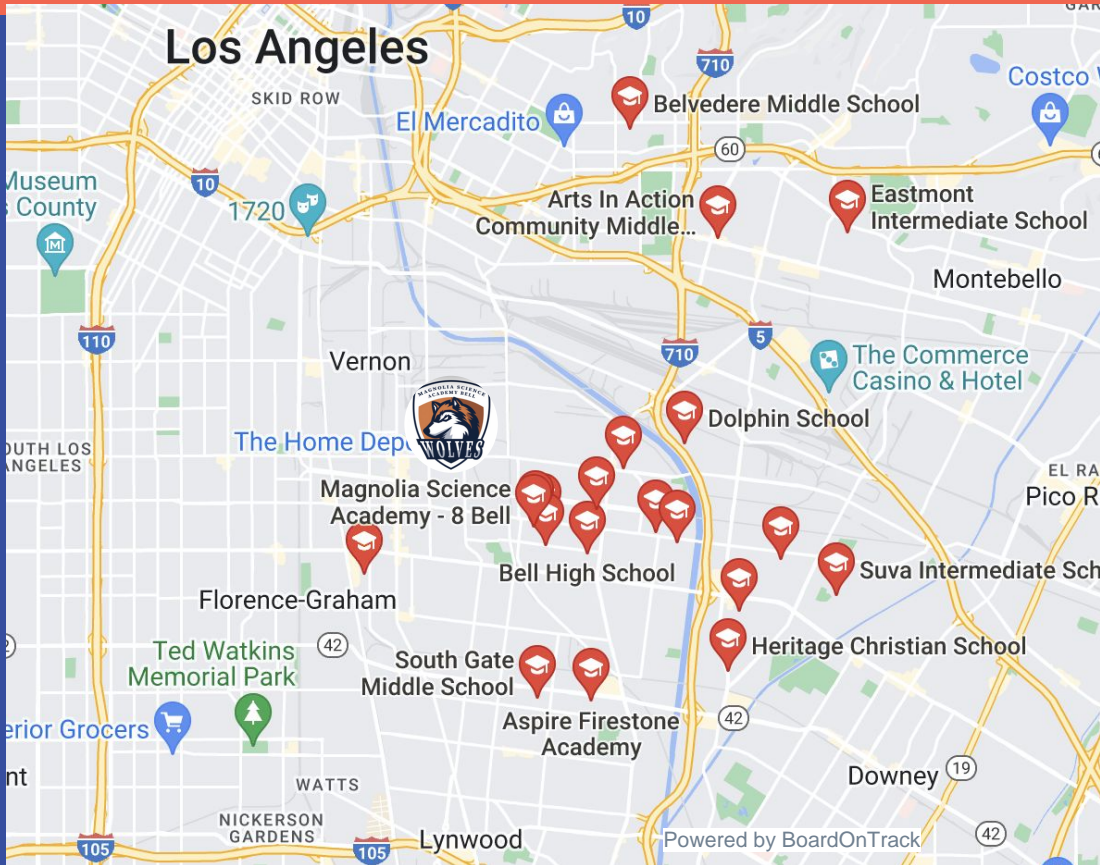
- Mission, Vision, and Core Values
- SBAC data
- U.S. News and World Report Ranking
- C.A. Distinguished School Seal
- USC, Innovate, and L.A. County Top Schools
- Distinguished programs i.e. community schools, STEAM focused, Early College High School
- Greatschools.org data

Action Steps (MSA-7)

1. Strategize what are the next steps for recruitment and retention plans ([Recruitment & Retention Strategies](#))
2. Empower our allies to spread word of mouth
3. Promote and showcase our Community School Model



MSA 8- Bell



Data Analysis MSA8-Bell

The surrounding schools enrollment stats

1) Most students are coming from:

- a) Corona Avenue ES & Nueva Vista ES

2) Surrounding enrollment stats:

- a) Gage M.S. current enrollment 1,197.
- b) Arts Media Academy (2nd floor) enrollment 380 students. and
- c) Global Studies & Technology(3rd floor) enrollment 365 students.

3) Add/ drop data reflection - more analysis is needed 380 student:

- a) Drop Data:
 - i) Transportation issues,
 - ii) Moving out of state, city or different neighborhood,
 - iii) Parent wanted all of her kids in one school
- b) Add Data:
 - i) Not happy with previous school-issues in previous school
 - ii) Caring Staff
 - iii) New to the state - we do not require a permit

4) What are the top 3 reasons families selected your school:

- a) Community school, smaller campus with caring staff, STEAM Education (Integration)

5) What is the data telling us:

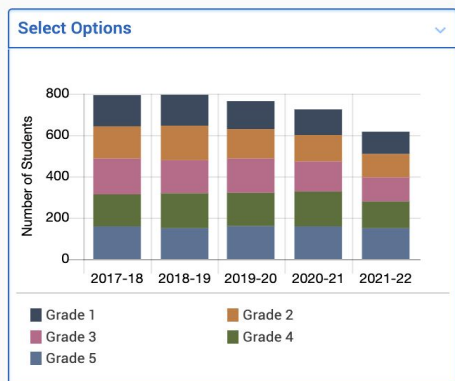
- a) Enrollment data shows our enrollment number is increasing although there is a decline in neighborhood schools

Data Analysis MSA8-Bell Most students are coming from



Census Day Enrollment by Grade

Corona Avenue Elementary
CDS Code 19-64733-6016620



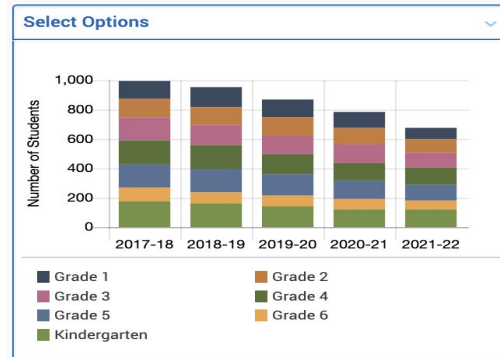
View Table Data

Census Day Enrollment by Grade	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 1	151	150	135	124	108
Grade 2	156	167	143	128	113
Grade 3	173	160	166	146	117
Grade 4	155	169	161	168	129
Grade 5	158	149	159	158	149
Total	793	793	793	793	793

Powered by BoardOnTrack

Census Day Enrollment by Grade

Nueva Vista Elementary
CDS Code 19-64733-6110274



View Table Data

Census Day Enrollment by Grade	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 1	121	136	119	108	77
Grade 2	126	122	129	111	92
Grade 3	158	137	124	129	103
Grade 4	162	163	135	117	115
Grade 5	158	158	147	128	108
Grade 6	94	76	74	71	61
Kindergarten	176	161	141	120	120
Total	995	953	869	784	676

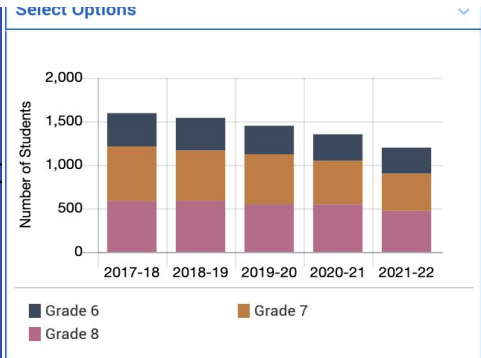
Data Analysis MSA8-Bell

The surrounding schools enrollment stats

Census Day Enrollment by Grade

Henry T. Gage Middle
CDS Code 19-64733-6061469

HENRY T. GAGE MIDDLE SCHOOL



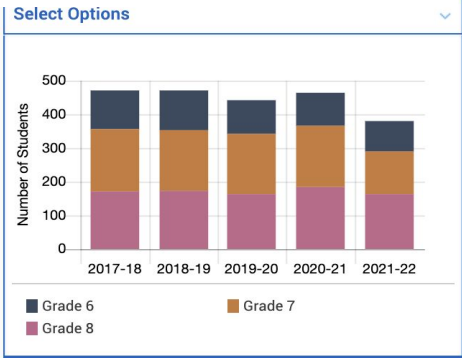
View Table Data

Census Day Enrollment by Grade	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 6	383	375	327	304	299
Grade 7	628	576	573	500	427
Grade 8	582	588	548	546	471
Total	1,593	1,539	1,448	1,350	1,197

Census Day Enrollment by Grade

Orchard Academics 2B
CDS Code 19-64733-0122390

ARTS AND MEDIA ACADEMY



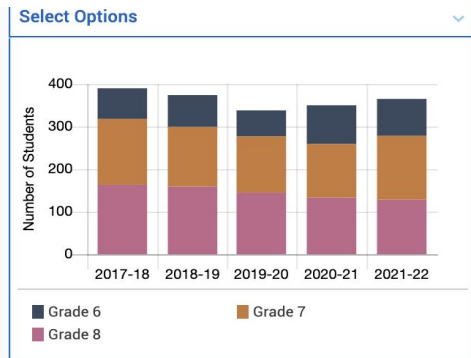
View Table Data

Census Day Enrollment by Grade	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 6	115	118	100	98	90
Grade 7	185	180	179	182	127
Grade 8	171	173	163	184	163
Total	471	471	442	464	380

Census Day Enrollment by Grade

Orchard Academics 2C
CDS Code 19-64733-0122408

GLOBAL STUDIES AND TECHNOLOGY ACADEMY



View Table Data

Census Day Enrollment by Grade	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 6	72	75	61	91	87
Grade 7	155	140	132	126	150
Grade 8	163	159	145	133	128
Total	390	374	338	350	365

Academic Schools Data Comparison

- Mission, Vision, and Core Values
- SBAC data
- U.S. News and World Report Ranking
- C.A. Distinguished School Seal
- USC, Innovate, and L.A. County Top Schools
- Distinguished programs i.e. community schools, STEAM focused, Early College High School
- Greatschools.org data

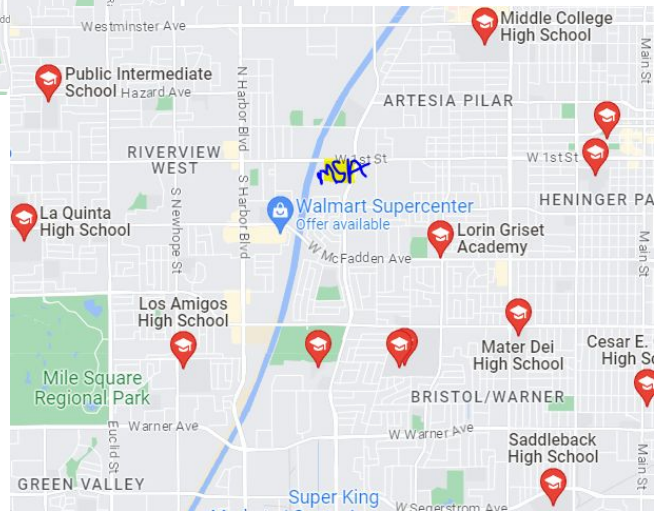
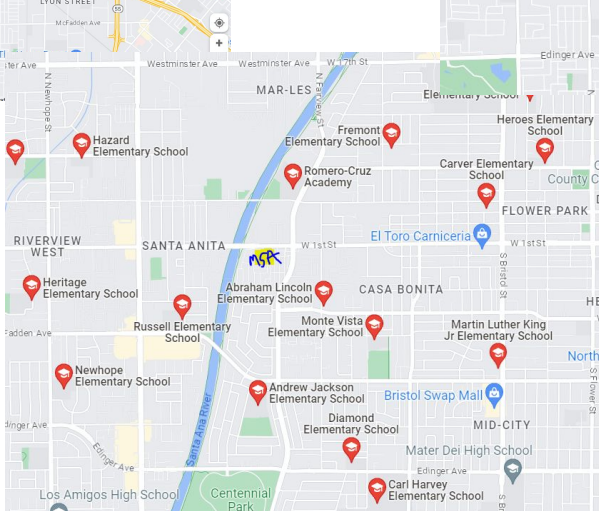
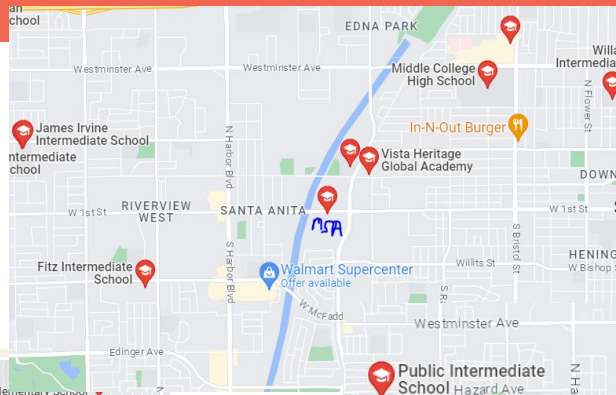
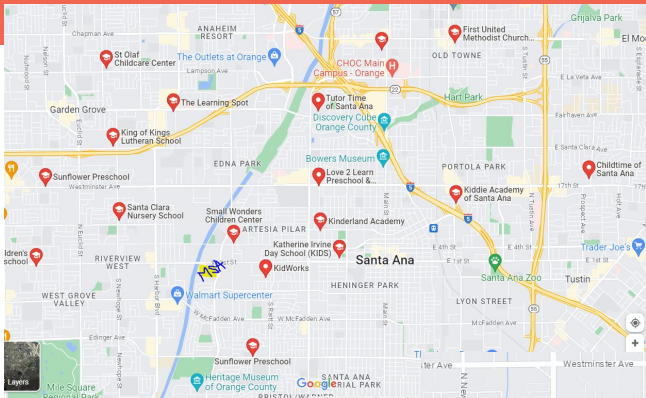
Action Steps MSA 8 Bell

1. A meeting with administration was scheduled and all key takeaways were shared.
2. Strategize what are the next steps for recruitment and retention plans
3. Empower your allies to spread word of mouth
4. Present to our staff the importance of ADA and enrollment
5. Community events (in city of Bell, HP, Cudahy) to spread the word about our school.
6. Getting involved with our local partners to inform them about our school's events.
7. Continue to have Private School Tours instead of informational group meetings (or Open Houses)
8. Continue to use Social Media effectively
9. Check with LAUSD for SPED Matriculation list
10. Padlet Recruitment & Retention Strategies





MSA Santa Ana MAP



MSA Santa Ana in comparison to local surrounding school locations



Data Analysis: Surrounding Schools

Abraham Lincoln Elem. (K-5) SAUSD

Academic Year	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2022-23	535	102	79	81	74	92	107
2021-22	580	94	81	82	101	118	104
2020-21	646	101	93	104	122	110	116
2019-20	691	106	108	122	114	118	123
2018-19	790	135	135	120	123	129	148
2017-18	855	154	123	131	132	152	163
2016-17	874	156	126	126	150	159	157

Russell Elem. (K-6) GGUSD

Academic Year	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
2022-23	452	99	56	65	54	67	56	55
2021-22	445	76	69	57	69	55	55	64
2020-21	457	78	63	76	56	56	68	60
2019-20	490	83	80	58	54	66	62	87
2018-19	502	96	55	56	64	59	84	88
2017-18	524	84	61	63	57	82	89	88
2016-17	582	87	68	61	88	98	93	87

Romero Cruz Academy (K-8) SAUSD

Academic Year	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2022-23	932	74	52	50	39	27	33	188	248	221
2021-22	958	60	55	45	27	30	20	266	229	226
2020-21	901	67	40	26	33	19	20	222	213	261
2019-20	1,009	53	30	31	18	13	71	216	271	306
2018-19	196	28	25	10	0	69	64	0	0	0
2017-18	212	30	11	0	0	68	103	0	0	0
2016-17	289	0	0	0	0	147	142	0	0	0

Andrew Jackson Elem. (K-5) SAUSD

Academic Year	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2022-23	545	97	92	67	98	92	99
2021-22	566	108	66	100	88	105	99
2020-21	640	84	109	90	119	103	135
2019-20	672	131	95	118	106	127	95
2018-19	745	126	117	116	135	104	147
2017-18	814	155	120	136	114	163	126
2016-17	911	164	152	123	173	139	160



Data Analysis: Surrounding Schools

El Sol Science & Arts Academy (K-8)

Academic Year	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2022-23	956	125	108	105	106	109	108	97	99	99
2021-22	936	129	102	105	108	107	100	101	96	88
2020-21	921	127	97	105	105	102	100	100	90	95
2019-20	920	131	106	102	99	98	100	92	97	95
2018-19	919	127	102	103	102	100	99	100	93	93
2017-18	894	124	100	100	97	100	97	98	91	87
2016-17	906	119	100	100	100	98	103	101	92	93

Vista Condor Global Academy (K-5)

Academic Year	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2022-23	330	52	39	49	56	63	71
2021-22	314	49	43	49	57	56	60
2020-21	223	35	41	33	35	45	34
2019-20	177	33	29	26	29	30	30
2018-19	132	26	17	22	20	22	25

Scholarship Prep charter (K-8)

Academic Year	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2022-23	643	106	78	56	65	74	67	87	61	49
2021-22	519	75	51	63	66	60	57	58	41	48
2020-21	505	65	63	73	52	54	53	44	48	53
2019-20	486	76	69	52	54	56	30	49	55	45
2018-19	436	81	52	53	53	28	43	48	50	28
2017-18	361	49	53	49	26	51	30	50	31	22
2016-17	307	48	45	25	46	34	37	35	24	13

Vista Heritage Charter (6-10)

Academic Year	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Ungr Elem	Grade 9	Grade 10
2022-23	425	0	0	0	0	0	0	110	92	89	0	67	67
2021-22	346	0	0	0	0	0	0	81	82	118	0	65	0
2020-21	273	0	0	0	0	0	0	71	108	94	0	0	0
2019-20	281	0	0	0	0	0	0	94	92	95	0	0	0
2018-19	275	0	0	0	0	0	0	86	98	91	0	0	0
2017-18	266	0	0	0	0	0	0	81	83	102	0	0	0
2016-17	238	0	0	0	0	0	0	75	106	57	0	0	0

Data Analysis



1. Where are most students coming from?
Different nearby preschools, Abraham Lincoln Elem, Stephen R. Fitz M.S., homeschool, and other charters or private schools
2. Add/ drop data summary:
Add/Entry reasons: returning students who prev. left, not happy with previous school, student bullied at other school, moved/new to SA, interest in dual enrollment
Drop reasons: transportation, moving closer to a school near their home, move out of county or state
3. What are the top 3 reasons families selected your school?
Location: near home, family attending, referrals, small class sizes
4. What is the data telling us?
Most neighboring district schools have a decline in student enrollment since 2016/2017, including MSA SA, except for neighboring charter schools-which have increased student enrollment since 2016/2017.
5. What information is still needed?
Why other charter schools are growing compared to our school. Differences in programs/academic programs being offered.

Academic Schools Data Comparison



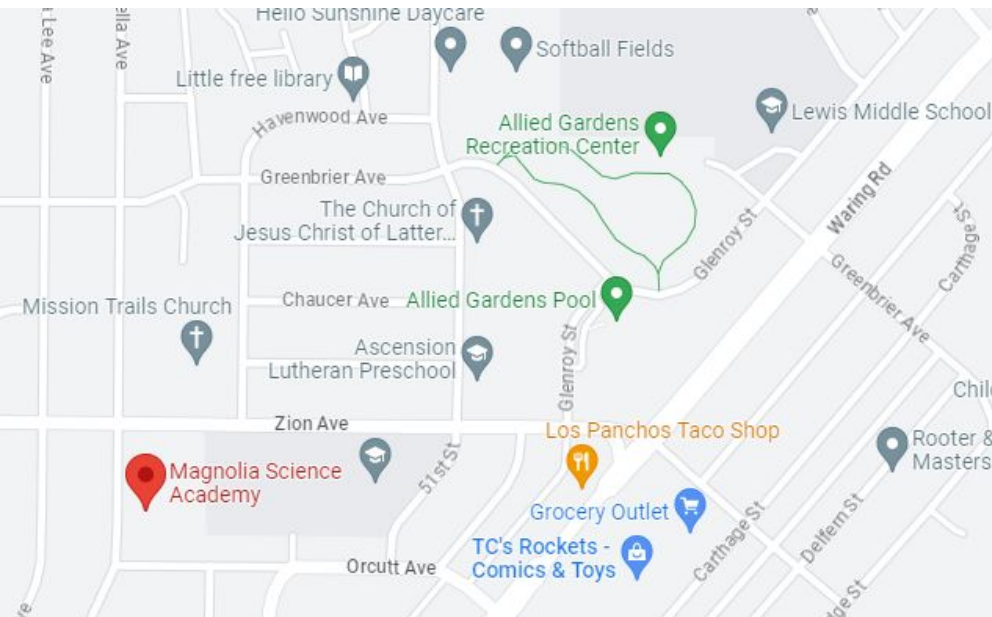
- Mission, Vision, and Core Values
- SBAC data
- U.S. News and World Report Ranking
- C.A. Distinguished School Seal
- USC, Innovate, and L.A. County Top Schools
- Distinguished programs i.e. community schools, STEAM focused, Early College High School
- Greatschools.org data

Action Steps

1. Call a mtg with administration and share key takeaways
2. Strategize what are the next steps for recruitment and retention plans
3. Empower your allies to spread word of mouth
4. Share enrollment data with school staff to keep them informed
5. Attend community events to promote our school
6. Marketing and Outreach
7. Stay in touch with partners to inform them about school events
8. Continue to have school tours and presentations (open houses)
9. Continue to gain followers on social media and promote our school online
10. Use Padlet Recruitment & Retention Strategies



Magnolia Science Academy San Diego



Data Analysis

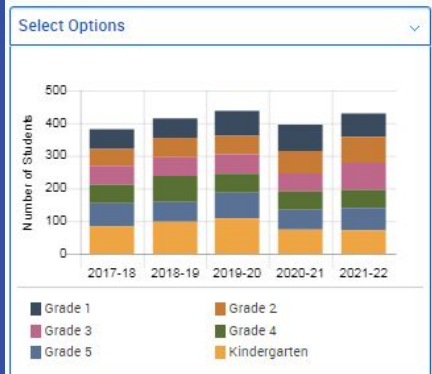


1. Where are the enrollment trends in the general area for feeder or resident school options?
2. [Add/ drop data](#) summary
3. What are the top 3 reasons families selected your school?
 - Smaller school size 450 total students vs 1,000+ students at neighboring middle schools (Pershing, Lewis)
 - Free after school clubs and tutoring. We are the only middle school in the area that offers Vex Robotics, Sea Perch and Archery
 - Positive word of mouth
4. What is the data telling us?
5. What information is still needed?

Data Analysis MSA SD surrounding schools enrollment stats

Census Day Enrollment by Grade

Foster Elementary
CDS Code 37-68338-6039598

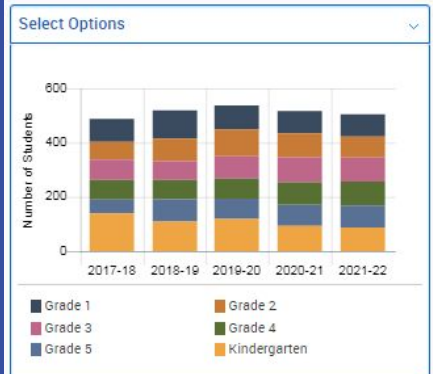


View Table Data

Census Day Enrollment by Grade	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 1	60	59	76	80	71
Grade 2	52	60	57	69	80
Grade 3	57	57	59	54	82
Grade 4	58	80	59	58	56
Grade 5	70	60	78	60	68
Kindergarten	84	98	108	74	72
Total	381	414	437	395	429

Census Day Enrollment by Grade

Marvin Elementary
CDS Code 37-68338-6039960

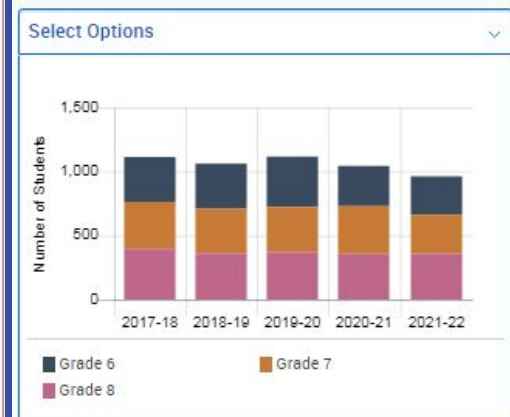


View Table Data

Census Day Enrollment by Grade	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 1	84	104	88	82	83
Grade 2	65	84	100	88	77
Grade 3	75	69	82	92	88
Grade 4	73	71	74	84	89
Grade 5	51	82	75	77	81
Kindergarten	139	109	118	93	87
Total	487	519	537	516	505

Census Day Enrollment by Grade

Lewis Middle
CDS Code 37-68338-6059638

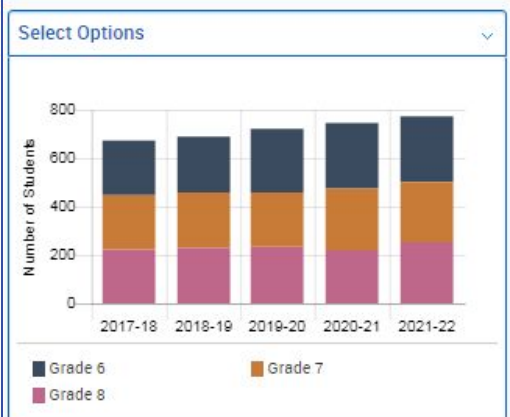


View Table Data

Census Day Enrollment by Grade	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 6	352	351	394	313	299
Grade 7	367	350	354	375	304
Grade 8	395	360	368	354	358
Total	1,114	1,061	1,116	1,042	961

Census Day Enrollment by Grade

Pershing Middle
CDS Code 37-68338-6061972



View Table Data

Census Day Enrollment by Grade	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 6	227	230	263	271	270
Grade 7	223	229	224	255	251
Grade 8	223	229	234	219	251
Total	673	688	721	745	772

Academic School Data Comparison



- Mission, Vision, and Core Values
- SBAC data
- U.S. News and World Report Ranking
- C.A. Distinguished School Seal
- USC, Innovate, and L.A. County Top Schools
- Distinguished programs i.e. community schools, STEAM focused, Early College High School
- Greatschools.org data

Action Steps

1. Call a mtg with administration and share key takeaways
2. Strategize what are the next steps for recruitment and retention plans
3. Empower your allies to spread word of mouth
4. Hosting open houses for prospective families in the months of June and July
5. Mailing 15,000 enrollment postcards in July within a 5 mile radius of our school
6. Displaying enrollment yard signs at the busy intersections, strip malls and community parks in our neighborhood
7. Hosting Summer STEAM Expo at a local mall



THANK YOU



Magnolia Public Schools Student Enrollment Digital Marketing Campaign

March 2022—May 2023



Since March 2022, Larson Communications has connected 1,089 families with Magnolia Public Schools, of whom 126 have enrolled. These 126 enrolled families will bring nearly \$2.4 million in per-pupil funding to the Magnolia Public Schools network.

Campaign Strategy

Our Solutions for Magnolia Public Schools

Campaign Objectives

- Build awareness of Magnolia Public Schools among families with children ages 3–17 living near a Magnolia Science Academy.
- Generate parent & guardian leads near Magnolia's 10 campuses in the neighborhoods and communities they serve.
- Lay a pipeline for future enrollment success.



Campaign Tactics



Paid Search Campaign

- Unique keyword strategy
- Negative keyword list
- Custom location targeting
- Text, Video and Display ads



Paid Social Media Campaigns

- Custom target audiences inc. retargeting (via website visits, Google Search, etc.)
- High-quality ads, including authentic video testimonials



Campaign Landing Pages

- 24 unique page designs in English and Spanish
- Custom marketing automations and updates

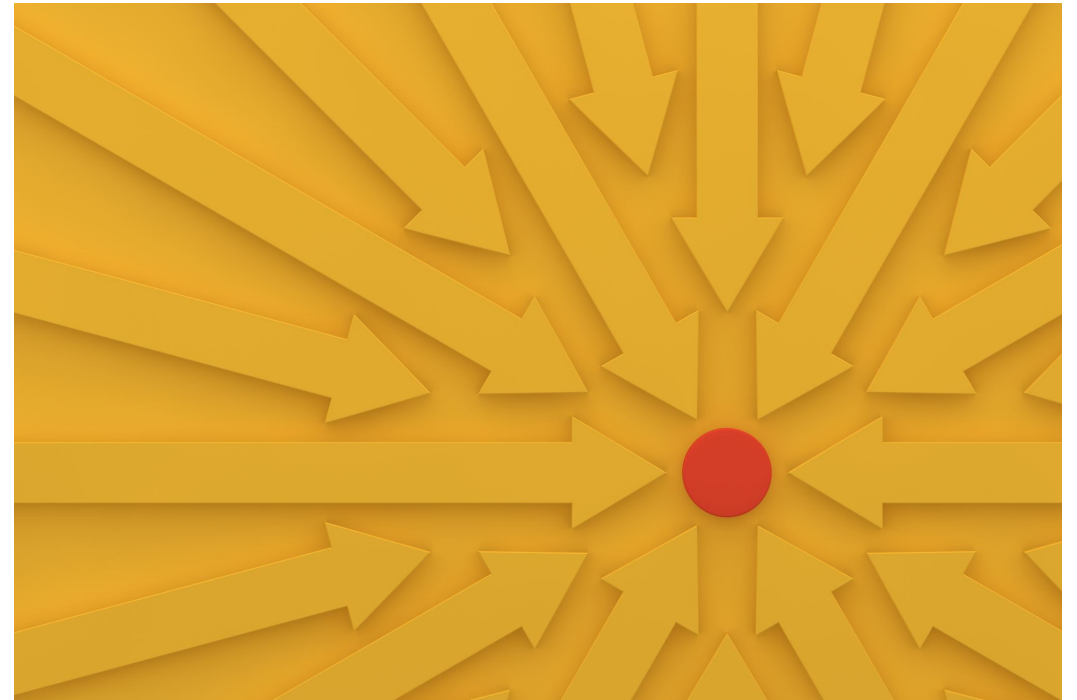


Lead Nurturing Support

- Call scripts, fact sheets and parent/guardian call role-plays
- Drip email and SMS text message campaigns

We continuously monitor our campaigns to optimize their performance and drive results.

- Over the last year, we've made more than **6,600 optimizations** to our Google Ads campaign to optimize performance, including adding new keywords, removing negative keywords, or updating ad copy. These adjustments have **lowered our cost-per-lead** and allowed us to **more precisely target our audiences.**

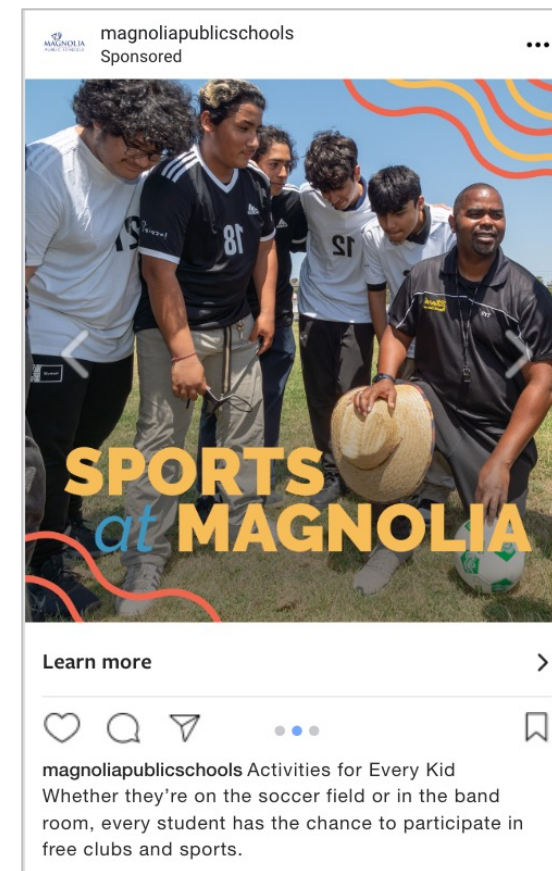
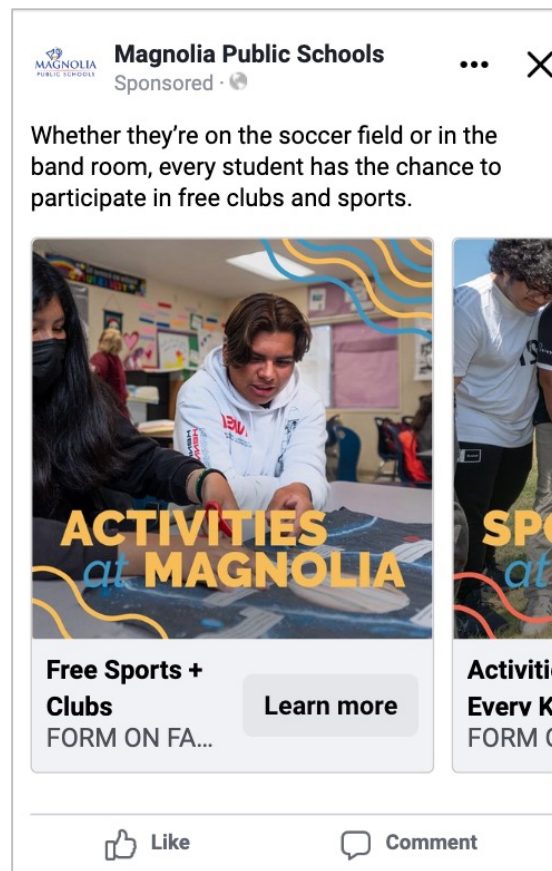


Ad Placements

Where Families See & Engage With Our Ads

Facebook & Instagram Ads

- Our Facebook & Instagram ads meet parents where they're at — online.
- Featuring real Magnolia teachers, school leaders, students, and parents.
- Ads run across mobile and desktop News Feed, Marketplace, Messenger, and in-app videos.



Facebook and Instagram Instant Form

- On Facebook and Instagram, Magnolia-branded “Instant forms” make it easy for parents or guardians to submit their contact information to learn more about Magnolia Public Schools.
- After submission, family leads are encouraged to click a link directly to each campus’s enrollment application on their respective websites.

Magnolia Public Schools

Find Your Place at MSA 6

Our families work in partnership with our teachers to provide a nurturing environment and safe campuses where all students feel cared for, seen, and supported.

MSA 6 is enrolling now, Grades 6th–8th!

We'll use this to share important enrollment information with you.

What's your child's grade level in the 2022-23 school year? ▾

Full name
Emily Samore

Email
emily@larsonpr.com

US+1 ▾ Phone number
8014195255

Next

Google Ads Search

- Our Google Ads serve on search results for keywords like “best schools near me,” “how to enroll in kindergarten,” “top LA schools” and nearly other 1,000 search keywords.
- Equally important to our campaigns’ success, our individualized negative keyword list includes more than 150 terms to make sure our ads are delivered on relevant searches.

Best Middle School Near You | Free, Public, and Open to All | Online School Application 6-8
[Ad enroll.magnoliapublicschools.org](https://enroll.magnoliapublicschools.org)

We Meet Student's Unique Needs and Set Them Up For Success in College and Beyond. Every Student at MSA 8 Receives Tailored One-On-One Tutoring From Their Own Teacher.

Best Bell Schools | Free, Public, and Open to All | Online School Application 6–8
[Ad enroll.magnoliapublicschools.org](https://enroll.magnoliapublicschools.org)

Start Your Application Online and Start Your Family's Education Journey with Magnolia. Sign Up Today — Spots Are Limited! It's Easy to Enroll with Magnolia Science Academy 8.

Our high-quality, brand-aligned Google Display ads target parents across the internet, on sites and apps including:



Conversion Actions

Our primary goal is to generate high-quality parent and guardian leads for Magnolia Public Schools. To do that, we meticulously track actions taken by our target audience.

Landing Page
Leads



Phone
Calls



Platform
Leads




Leads
Tracker




Our campus-specific landing pages sell the benefits of each unique Magnolia Science Academy, using real student photos.


WHAT WILL YOU DISCOVER AT MAGNOLIA?



At Magnolia Science Academy 4, our dedicated teachers care about each student's unique path to success. Every student has access to one-on-one tutoring from their own teacher.




From soccer to robotics, Magnolia Science Academy 4 offers an expansive range of fun and educational extracurricular activities, giving every student a chance to find something that sparks their interest.



Our schools provide a rigorous college prep curriculum, emphasizing science, technology, engineering, arts and math and featuring AP Classes.


[LEARN MORE](#)

WHAT MAKES MAGNOLIA PUBLIC SCHOOLS DIFFERENT?




RIGOROUS ACADEMICS

Every student at Magnolia Public Schools receives tailored one-on-one tutoring from their own teacher and home visits throughout the year, meeting each student's unique needs and setting them up for success in college and beyond. And with a 92% college acceptance rate, we have a track record of supporting every student to rise to their potential.



PREPARING FOR THE FUTURE

We're proud to continue our long legacy of providing cutting-edge science, technology, engineering, arts and math (STEAM) education in every school day, preparing students with the skills and knowledge they need to become the thinkers, leaders, and visionaries of the future.



FUN, FREE ACTIVITIES

Whether they're in anime club, on the soccer field, or in the music room, there's something for every student to spark their interest and engage them in hands-on, experiential learning outside of the classroom. We offer after-school activities, sports teams, and clubs for students to find their joy—all for free.

At Magnolia, Everyone Belongs

At our small, safe campus off Sawtelle Boulevard in West Los Angeles, our teachers work in partnership with families to provide a nurturing environment where all students feel cared for, seen, and supported to achieve their dreams and thrive.

SCHEDULE YOUR FREE CAMPUS TOUR!

Call us at (310) 473-2464 to learn more about enrolling your student, or come visit us:

Magnolia Science Academy 4
11330 Graham Place, Los Angeles, California 90064
(Co-located with Daniel Webster Middle School)



FREE, PUBLIC, AND OPEN TO ALL STUDENTS

[GET ENROLLMENT INFORMATION](#)

Leads Tracker

Lead contact information is automatically added to the custom-built Magnolia Public Schools Enrollment Leads Tracker. Each school has its own tab which is automatically updated with new leads as soon as they come in. PACE Coordinators use the Leads Tracker to track their follow-up calls and other touchpoints.

A1	Timestamp When Lead Came In											
	A	B	C	D	E	F	G	H	I	J	K	L
1	Timestamp When Lead Came In	First Name	Last Name	Email Address	Phone Number	2022-2023 Grade Level	Campus (if known)	Campus Outreach Day/Time	Student Name(s)	Next Steps and Notes	Sent follow-up email/text	Applied?
2	3/1/2022 15:08:00	Serena	Worick	serenaworick@gmail.com	(337) - 577-5037	2nd	No Preference					
3	3/1/2022 21:05:32	Fatima	Velasquez	fatimavelasquez01@gmail.com	(1818)422-4963	1st Grade	MSA 7 – Northridge (Grade TK-5)	3/3/22		LVM	Sent email w/ our Open House flyer	
4	3/2/2022 8:49:00	3236678340	3236678340	cunkin@hotmail.com	1(323) 667-8340	7th Grade	MSA 8 – Bell (Grades 6-8)	3/2/22		Called the mom will come to school tour on March 8 Tuesday VG		
5	3/2/2022 9:25:28	Dorian	Espinoza	dorianebc@gmail.com	(1818)477-7504	6th Grade	MSA 1 – Reseda (Grades 6-12)					
6	3/2/2022 13:34:01	Monica	:)	monicam1922@gmail.com	(1619)392-5853	6th Grade	MSA San Diego (Grades 6- 8)					
7	3/2/2022 17:53:27	Erika	Hereu	erikahereu81@gmail.com	(1619)253-1218	7th Grade	MSA San Diego (Grades 6- 8)					
8	3/2/2022 18:23:26	Alejandra	Posadas	alejandra33121@gmail.com	(1323)378-2671	7th Grade	MSA 3 – Carson (Grades 6-12)	3/29/22		Located in Los Angeles. Carson is too far for her		
9	3/2/2022 18:41:05	Karina	Huitz	elvia-e@sbcglobal.net	1(323) 821-2160	9th Grade	MSA 4 – Venice (Grades 9-12)	MSA-4 /CP	Willie Max Huitz	2406 S. Redondo Blvd. LA 90016, OM will mail out packet and set up tour for 4.1.22		
10	3/2/2022 21:48:00	Alexandra	Blaker	akmorah@gmail.com	(310) - 279-2158	7th	MSA 6 – Los Angeles (Grades 6-8)	3/8/22		lvm and sent email	sent follow up email	
11	3/2/2022 22:06:00	Sebastian	Sebastian	419929@orangeusd.org	(714) - 276-3861	6th	MSA Santa Ana (Grades TK-12)	3/3/22 9:09 AM	LVM			
12	3/2/2022 23:30:00	Liz	Vivar	Vivar.lizeth@gmail.com	(714) - 326-7790	2nd	MSA Santa Ana (Grades TK-12)	3/3/22 9:12 AM	LVM	called back coming for a school tour today 3/3/22		
13	3/3/2022 8:31:00	jonathan	rodriguez	gabbyorozco176@gmail.com	(714) - 395-0992	9th	MSA Santa Ana (Grades TK-12)	3/3/22 9:14 AM		Filled out the pre-enrollment form with the guardian on the phone		
14	3/3/2022 14:26:26	Queena	Lam	22queena@gmail.com	(1858)610-2323	6th Grade	MSA San Diego (Grades 6- 8)					
15	3/3/2022 15:05:00	Orlando	Orlando	orlandomarroquin072005@gm	(747) - 494-0025	9th	No Preference					

41%

**Parents/guardians are
41% more likely to
enroll if contacted
within 24 hours.**

We've led three trainings with Magnolia PACE Coordinators to empower them to follow up with leads quickly.

- LC has provided hands-on trainings for PACE Coordinators, featuring best practices, talking points and roleplays to practice making follow-up calls promptly and effectively.
- LC also shared scripts, flowcharts, and ad hoc one-on-one support as needed to support PACE Coordinators' outreach to their leads.

Heart Over Head

- Talk in big picture terms about Magnolia's mission and vision.
- What is your school's unique differentiator?
- Use this opportunity to make a personal connection, getting to know the family.

LARSON
COMMUNICATIONS

Best Practices for Successful Calls

- **Have a conversation.** Make sure you're having a friendly conversation with a lot of back and forth.
- **Keep it positive.** Avoid saying anything negative about other schools and focus on Magnolia's positive differentiators (e.g. STEAM, extracurriculars, inclusive education, etc.)
- **Offer examples.** Use brief examples to provide more information about Magnolia. For instance, you may want to speak to how after-school programs work, or what a typical school day looks like.
- **Conclude with actionable next steps.** Ensure there's a clear next step, whether that's promising to follow up, filling out an enrollment form together, scheduling a tour, etc.

LARSON
COMMUNICATIONS

26

This year, we rolled out a real-time data dashboard to track campaign performance.

- Our data dashboard is a powerful tool that lets us analyze trends and make data-informed strategic decisions.
- See the [Magnolia Public Schools Data Dashboard](#)



Results to Date By MSA

March 2022—May 2023

Total Leads, Conversion Rate & ROI: March 2022—May 2023

1,089

Total Leads

\$166,682

Total Spend

126

Enrolled Students

\$2,493,047

Revenue

11.6%

Conversion Rate

14.9X

Return on Investment

March 2022—May 2023. Total spend includes LC's retainer. Assuming an average per-pupil funding of \$22,893 (Source: [CDE](#)).

MSA 1: March 2022—May 2023

79

MSA 1 Leads

6

MSA 1 Enrolled Students

7.6%

MSA 1 Conversion Rate

Leads from March 1, 2022—May 19, 2023. Total ad spend to date: \$46,682.45/10 campuses. Revenue and ROI calculated assuming average per pupil funding of \$22,893. Total spend includes LC's retainer.

\$16,668

MSA 1 Spend

\$137,358

MSA 1 Revenue

8.2X

MSA 1 Return on Investment

Magnolia Public Schools Sponsored

Our hands-on learning experiences, rigorous academics, and caring teachers will empower your child to achieve success in ...See more

MAGNOLIA SCIENCE ACADEMY

MAGNOLIA SCIENCE ACADEMY

That is just unbelievable. It's great.

FORM ON FACEBOOK
Limited Spots Available — [Learn more](#)
Enroll Today

Like Comment

Where Every Student Shines | Free, Public, and Open to All | Where Every Student Belongs

enroll.magnoliapublicschools.org

High Quality Academics in a Nationally-Ranked Public School. Enroll Today! From Archery to Robotics, Our Schools Offer an Expansive Range of After-School Activities.

[College Prep 6-12 Schools](#)

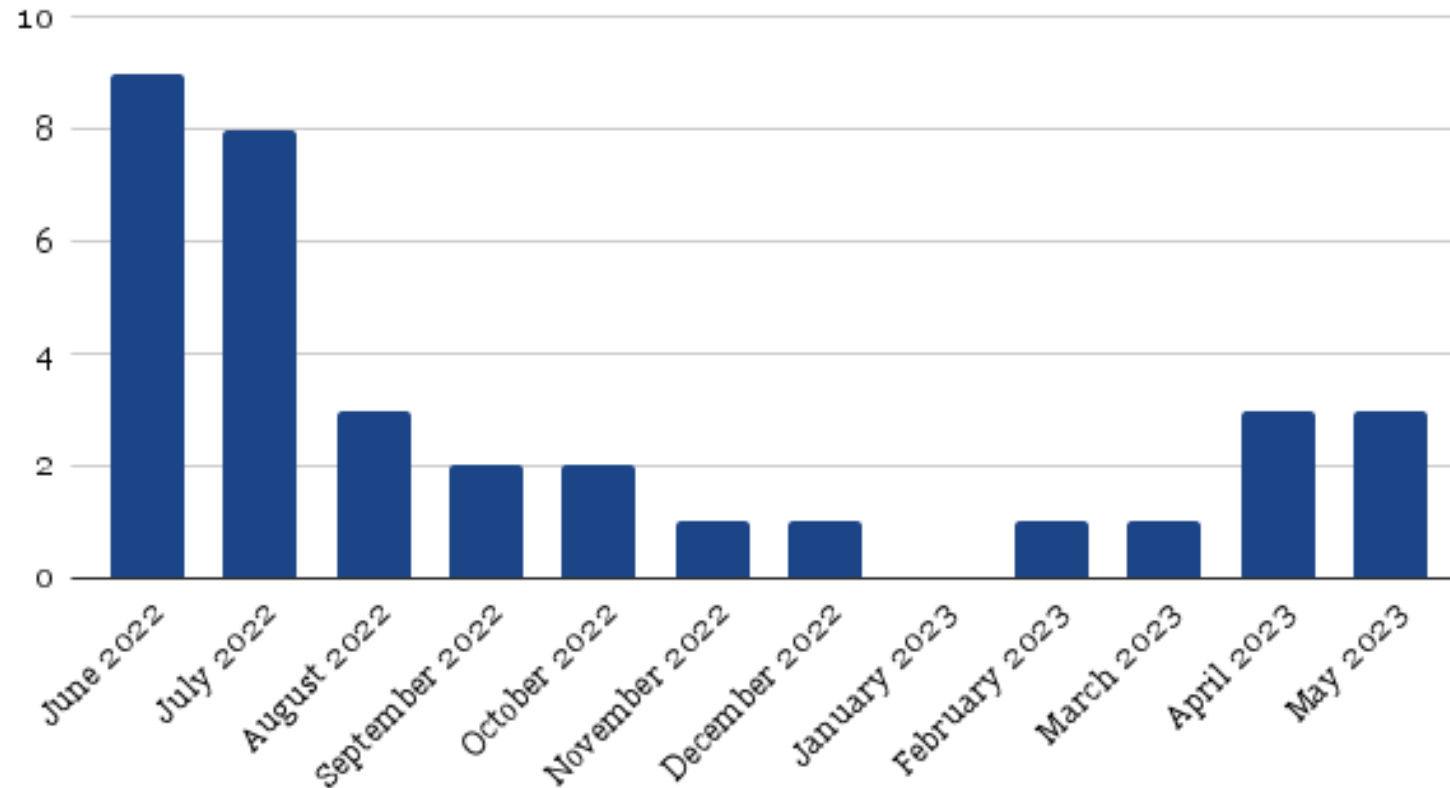
Best Reseda Middle/High School | Free, Public, and Open to All | Online School Application 6-12

enroll.magnoliapublicschools.org

We Meet Student's Unique Needs and Set Them Up For Success in College and Beyond. Every Student at MSA 1 Receives Tailored One-On-One Tutoring From Their Own Teacher.

MSA 1: Leads by Month — June 2022-May 2023

MSA 1: Leads by Month



Average cost-per-lead, June 2022—May 2023: \$176.97

MSA 2: March 2022—May 2023

91

MSA 2 Leads

9

MSA 2 Enrolled Students

9.9%

MSA 2 Conversion Rate

Leads from March 1, 2022–May 19, 2023. Total ad spend to date: \$46,682.45/10 campuses. Revenue and ROI calculated assuming average per pupil funding of \$22,893. Total spend includes LC's retainer.

\$16,668

MSA 2 Spend

\$205,551

MSA 2 Revenue

12.4X

MSA 2 Return on Investment

Escuela cerca de mí | ¿Qué significa STEAM? | Mejores escuelas secundarias
[\[Ad\] enroll.magnoliapublicschools.org](https://enroll.magnoliapublicschools.org)

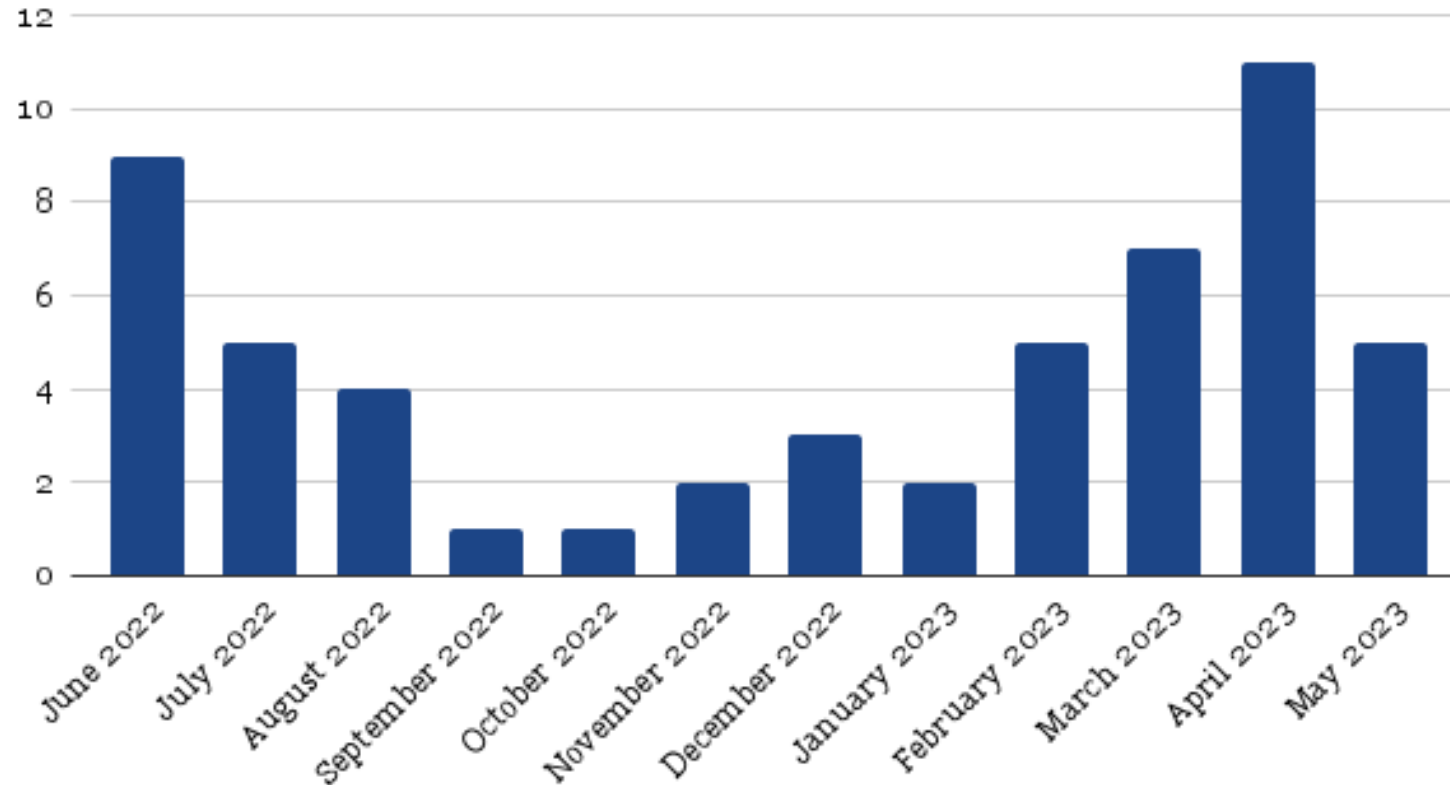
Inscríbese. ¡Plazas limitadas! Es fácil inscribirse en las escuelas públicas de Magnolia. Ambiente acogedor y campus seguro donde los estudiantes se sienten cuidados y apoyados.
[Prep. para college 6-12](#)
[Apoyo a todo estudiante](#)
[Educación STEAM en MPS](#)
[Colegio Ciencias Magnolia](#)

Best Schools in Lake Balboa | Free, Public, and Open to All | Top-Ranked Free Public School
[\[Ad\] enroll.magnoliapublicschools.org](https://enroll.magnoliapublicschools.org)

Find Your Place at Magnolia Public Schools—Where Students Feel Cared For, Seen, and Valued. Every Student at Magnolia Public Schools Receives Tailored One-On-One Tutoring.
[College Prep 6-12 Schools](#)

MSA 2: Leads by Month — June 2022-May 2023

MSA 2: Leads by Month



Average cost-per-lead, June 2022—May 2023: \$117.97

MSA 3: March 2022—May 2023

114

MSA 3 Leads

22

MSA 3 Enrolled Students

19.3%

MSA 3 Conversion Rate

Leads from March 1, 2022–May 19, 2023. Total ad spend to date: \$46,682.45/10 campuses. Revenue and ROI calculated assuming average per pupil funding of \$22,893. Total spend includes LC's retainer.



\$16,668

MSA 3 Spend

\$503,646

MSA 3 Revenue

30.2X

MSA 3 Return on Investment

Magnolia Public Schools Sponsored

What will your child discover at Magnolia? We offer an exciting range of free extracurriculars to spark every students' curiosity and creativity.

You know, so we have a nice balance of the academics, the athletics, the...

FORM ON FACEBOOK
Discovery Starts Here
 Magnolia Public Schools ... [Learn more](#)

Like Comment

Where Every Student Shines | Free, Public, and Open to All | Where Every Student Belongs

enroll.magnoliapublicschools.org

At MSA 3, every student is set up to succeed in college and beyond. Enroll today! Where every student is supported to rise to their potential and thrive. Learn more today!

Best Carson Middle Schools | Free, Public, and Open to All | Online School Application 6-12

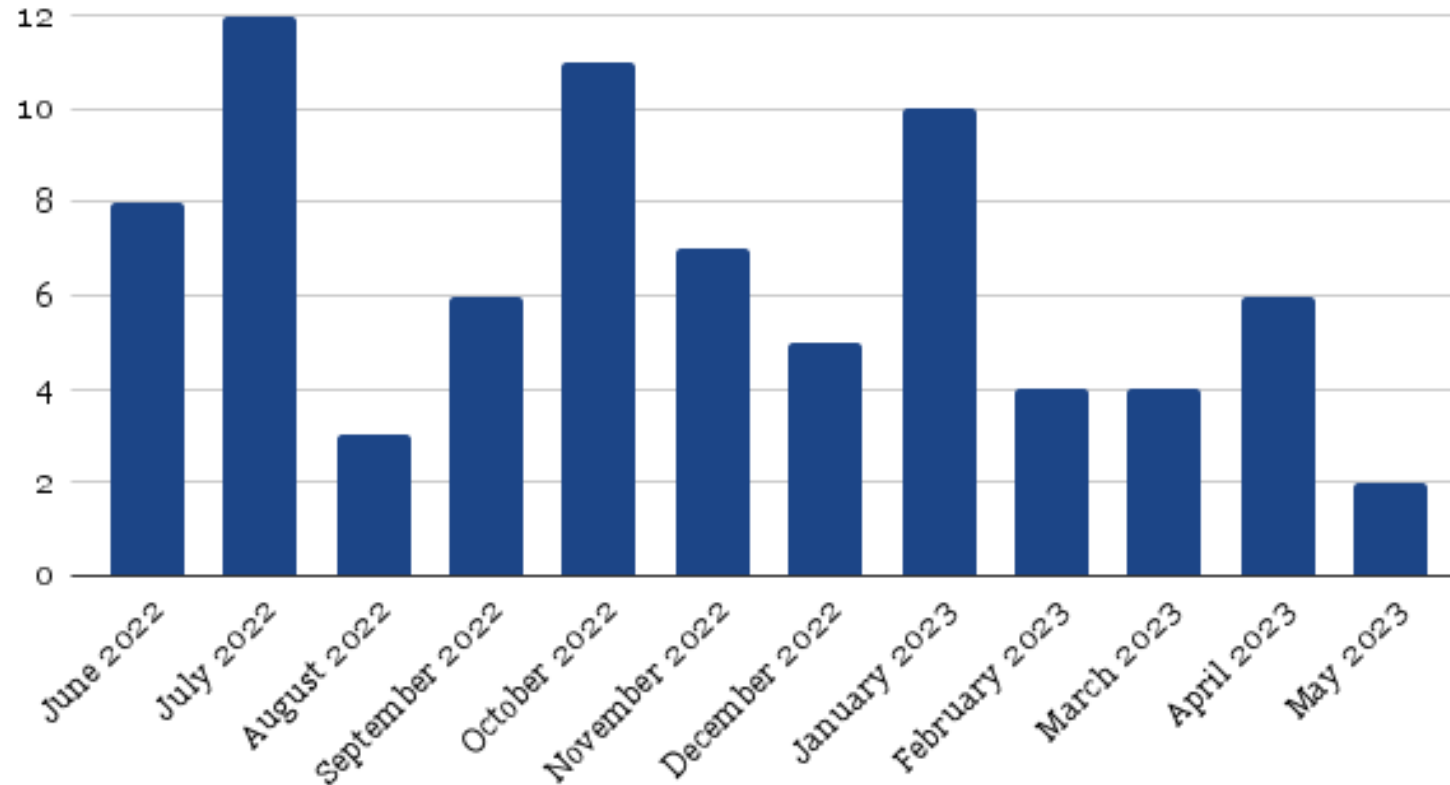
enroll.magnoliapublicschools.org

Start Your Application Online and Start Your Family's Education Journey with Magnolia. Sign Up Today — Spots Are Limited! It's Easy to Enroll with Magnolia Science Academy 3.

College Prep 6-12 Schools

MSA 3: Leads by Month — June 2022-May 2023

MSA 3: Leads by Month



Average cost-per-lead, June 2022—May 2023: \$62.66

MSA 4: March 2022—May 2023

92

MSA 4 Leads

3

MSA 4 Enrolled Students

3.3%

MSA 4 Conversion Rate

Leads from March 1, 2022—May 19, 2023. Total ad spend to date: \$46,682.45/10 campuses. Revenue and ROI calculated assuming average per pupil funding of \$22,893. Total spend includes LC's retainer.

\$16,668

MSA 4 Spend

\$68,679

MSA 4 Revenue

4.1X

MSA 4 Return on Investment

Magnolia Public Schools Sponsored

Whether they're on the soccer field or in the band room, every student has the chance to participate in free clubs and sports.

ACTIVITIES at MAGNOLIA

Free Sports + Clubs FORM ON FA... [Learn more](#)

Activiti Every K FORM C

Milca Mateo and 16 others

Like Comment

Best Mar Vista High School | Free, Public, and Open to All | Online School Application 9-12
enroll.magnoliapublicschools.org

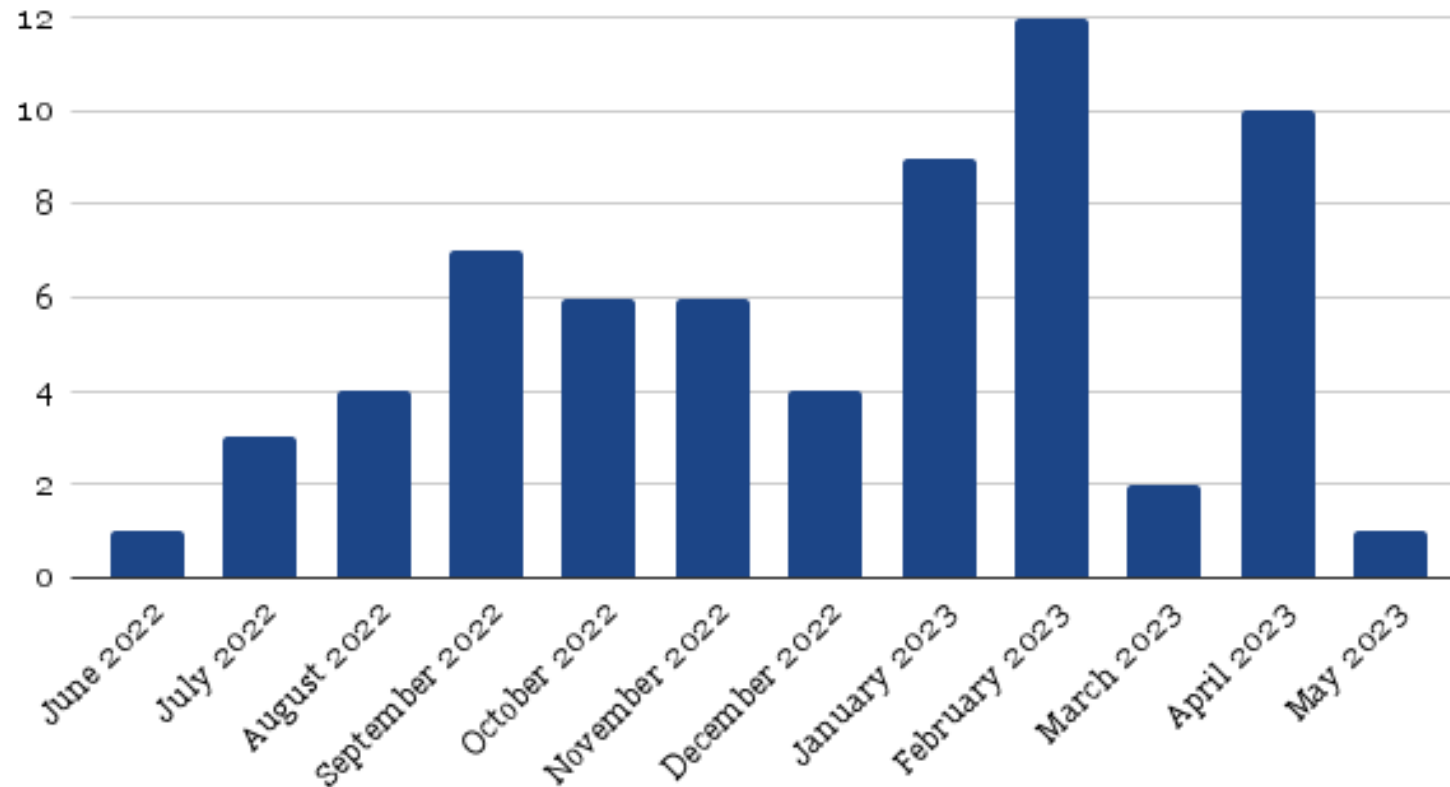
We Meet Student's Unique Needs and Set Them Up For Success in College and Beyond. Every Student at MSA 4 Receives Tailored One-On-One Tutoring From Their Own Teacher.
[Find a School](#)
[Who We Are](#)
[Supporting All Students](#)
[STEAM Education at MPS](#)

Best Public Schools Nearby | College-Prep Curriculum | Magnolia Science Academy 4
enroll.magnoliapublicschools.org

Find Your Place at Magnolia Science Academy, a STEM-centered, College Prep School. A Connected School Community Where Every Student Shines. Enrolling Now—Grades 9-12th.
[Find a School](#)
[Who We Are](#)
[Supporting All Students](#)
[STEAM Education at MPS](#)

MSA 4: Leads by Month — June 2022-May 2023

MSA 4: Leads by Month



Average cost-per-lead, June 2022—May 2023: \$106.76

MSA 5: March 2022—May 2023

52

MSA 5 Leads

2

MSA 5 Enrolled Students

3.8%

MSA 5 Conversion Rate

Leads from March 1, 2022—May 19, 2023. Total ad spend to date: \$46,682.45/10 campuses. Revenue and ROI calculated assuming average per pupil funding of \$22,893. Total spend includes LC's retainer.



\$16,668

MSA 5 Spend

\$45,786

MSA 5 Revenue

2.7X

MSA 5 Return on Investment

Magnolia Public Schools
Sponsored · 🌐

Our track record of providing top-notch STEAM education has sent more than 90% of our graduates to college – and beyond.

Most of the teachers that I have, they make learning fun.

FORM ON FACEBOOK
STEAM-Focused Education

Learn more

👍 Like 💬 Comment

Where Every Student Shines | Free, Public, and Open to All | Where Every Student Belongs

enroll.magnoliapublicschools.org

At MSA 5, every student is set up to succeed in college and beyond. Enroll today! Where every student is supported to rise to their potential and thrive. Learn more today!

[College Prep 6-12 Schools](#)

Best Reseda Middle/High School | Free, Public, and Open to All | Online School Application 6-12

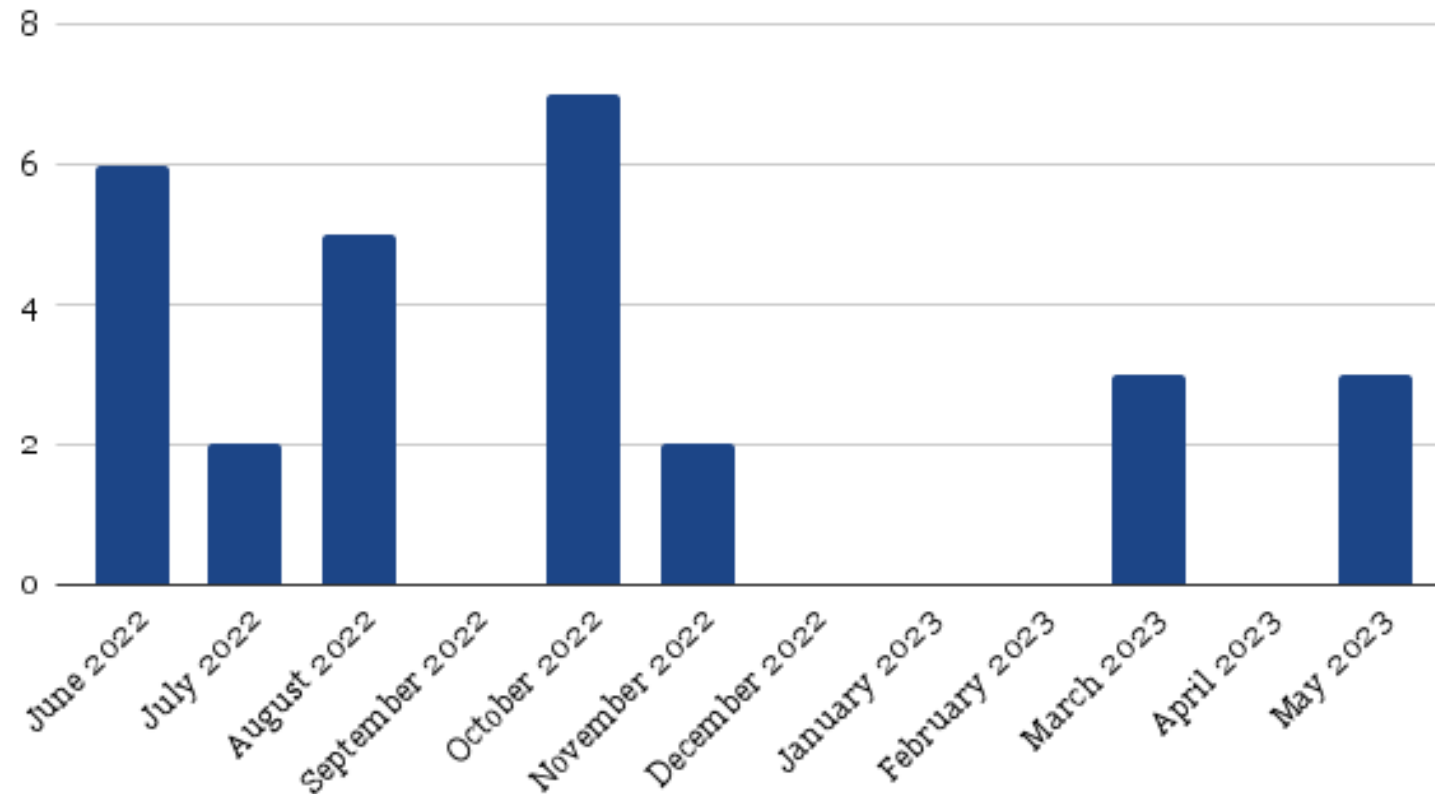
enroll.magnoliapublicschools.org

We Meet Student's Unique Needs and Set Them Up For Success in College and Beyond. Every Student at MSA 5 Receives Tailored One-On-One Tutoring From Their Own Teacher.

[College Prep 6-12 Schools](#)

MSA 5: Leads by Month — June 2022-May 2023

MSA 5: Leads by Month



Average cost-per-lead, June 2022—May 2023: \$97.05

MSA 6: March 2022—May 2023

127

MSA 6 Leads

8

MSA 6 Enrolled Students

6.3%

MSA 6 Conversion Rate

\$16,668

MSA 6 Spend

\$183,144

MSA 6 Revenue

11X

MSA 6 Return on Investment

Leads from March 1, 2022–May 19, 2023. Total ad spend to date: \$46,682.45/10 campuses. Revenue and ROI calculated assuming average per pupil funding of \$22,893. Total spend includes LC's retainer.



Magnolia Public Schools
... X

Sponsored ·

Our hands-on learning experiences, rigorous academics, and caring teachers will empower your child to achieve success in college and beyond.

You're not just enrolling at a school, you're joining a family.

FORM ON FACEBOOK

Limited Spots Available —
Learn more

Enroll Today

👍 Like
💬 Comment

[Best Middle School Near You | Free, Public, and Open to All | Online School Application 6-8](#)
Ad enroll.magnoliapublicschools.org

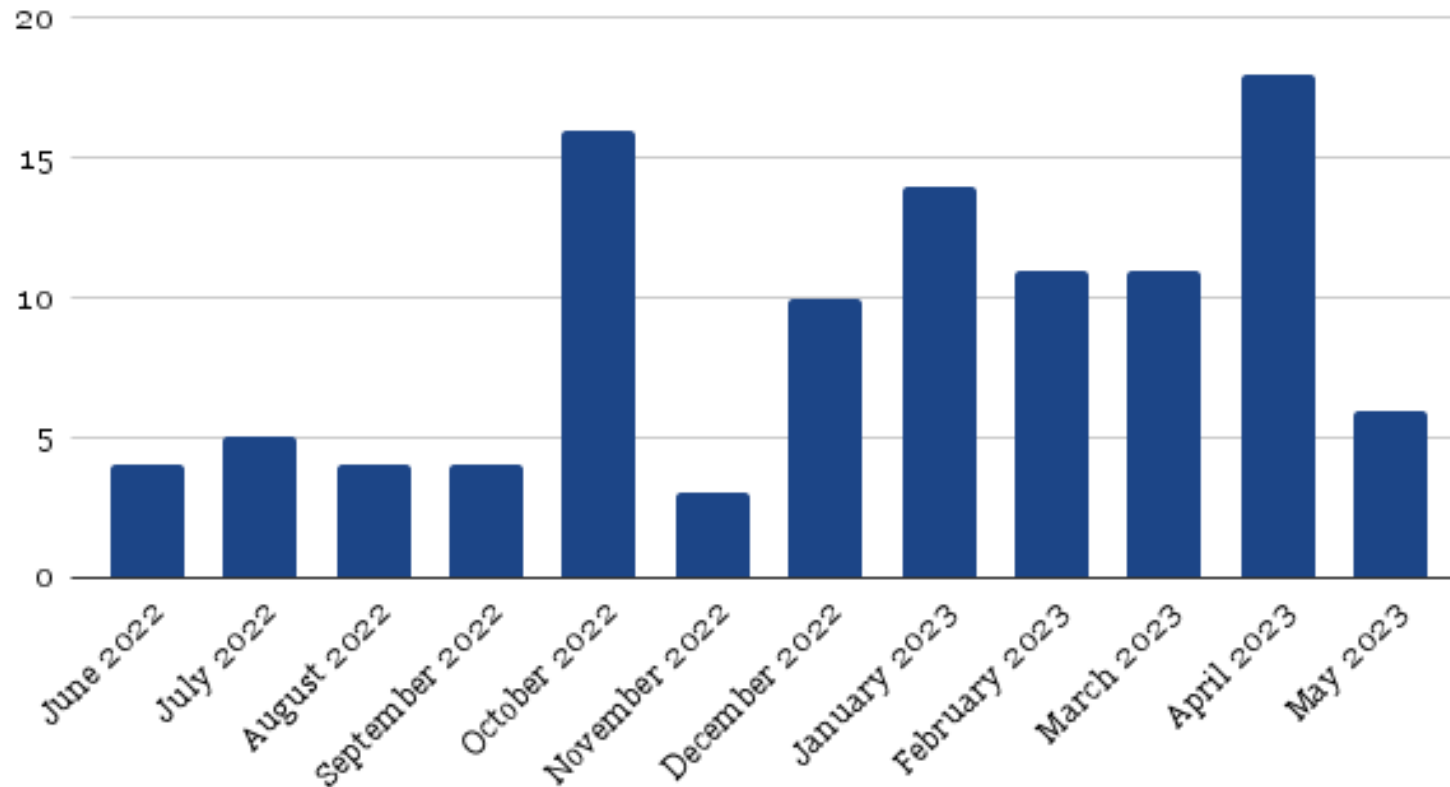
We Meet Student's Unique Needs and Set Them Up For Success in College and Beyond. Every Student at MSA 6 Receives Tailored One-On-One Tutoring From Their Own Teacher.
[College Prep 6-8 School](#)

[Best Wilshire Park Schools | Free, Public, and Open to All | Apply Online for Middle School](#)
Ad enroll.magnoliapublicschools.org

Start Your Application Online and Start Your Family's Education Journey with Magnolia. Sign Up Today — Spots Are Limited! It's Easy to Enroll with Magnolia Science Academy 6.
[College Prep 6-8 School](#)

MSA 6: Leads by Month — June 2022-May 2023

MSA 6: Leads by Month



Average cost-per-lead, June 2022—May 2023: \$49.98

MSA 7: March 2022—May 2023

114

MSA 7 Leads

\$16,668

MSA 7 Spend

16

MSA 7 Enrolled Students

\$366,288

MSA 7 Revenue

14%

MSA 7 Conversion Rate

22X

Return on Investment

Leads from March 1, 2022—May 19, 2023. Total ad spend to date: \$46,682.45/10 campuses. Revenue and ROI calculated assuming average per pupil funding of \$22,893. Total spend includes LC's retainer.



Magnolia Public Schools

Sponsored · 🌐

⋮ ✕

Our track record of providing top-notch STEAM education has sent more than 90% of our graduates to college – and beyond.

FORM ON FACEBOOK

STEAM-Focused Education

[Learn more](#)

👍 Like

💬 Comment

[Best Northridge Schools | Free, Public, and Open to All | Online School Application TK–5](#)

Ad enroll.magnoliapublicschools.org

Start Your Application Online and Start Your Family's Education Journey with Magnolia. Sign Up Today — Spots Are Limited! It's Easy to Enroll with Magnolia Science Academy 7.

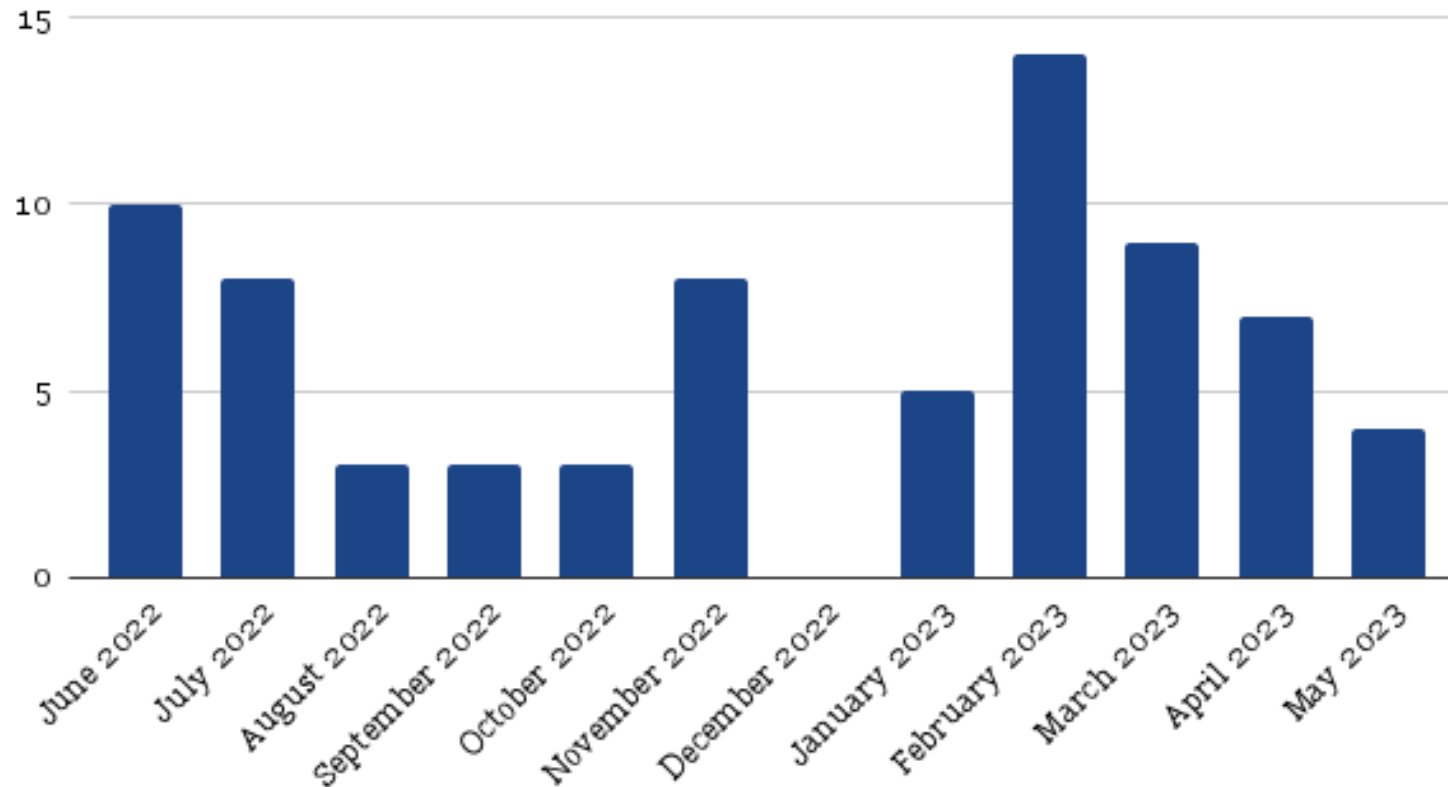
[Best Schools in Northridge | Free, Public, and Open to All | Top-Ranked Free Public School](#)

Ad enroll.magnoliapublicschools.org

Find Your Place at Magnolia Public Schools—Where Students Feel Cared For, Seen, and Valued. Every Student at Magnolia Public Schools Receives Tailored One-On-One Tutoring.

MSA 7: Leads by Month — June 2022-May 2023

MSA 7: Leads by Month



Average cost-per-lead, June 2022—May 2023: \$60.31

MSA 8: March 2022—May 2023

88

MSA 8 Leads

8

MSA 8 Enrolled Students

9.1%

MSA 8 Conversion Rate

\$16,668

MSA 8 Spend

\$183,144

MSA 8 Revenue

11X

MSA 8 Return on Investment

Leads from March 1, 2022–May 19, 2023. Total ad spend to date: \$46,682.45/10 campuses. Revenue and ROI calculated assuming average per pupil funding of \$22,893. Total spend includes LC's retainer.



Best Middle School Near You | Free, Public, and Open to All | Online School Application 6-8
enroll.magnoliapublicschools.org

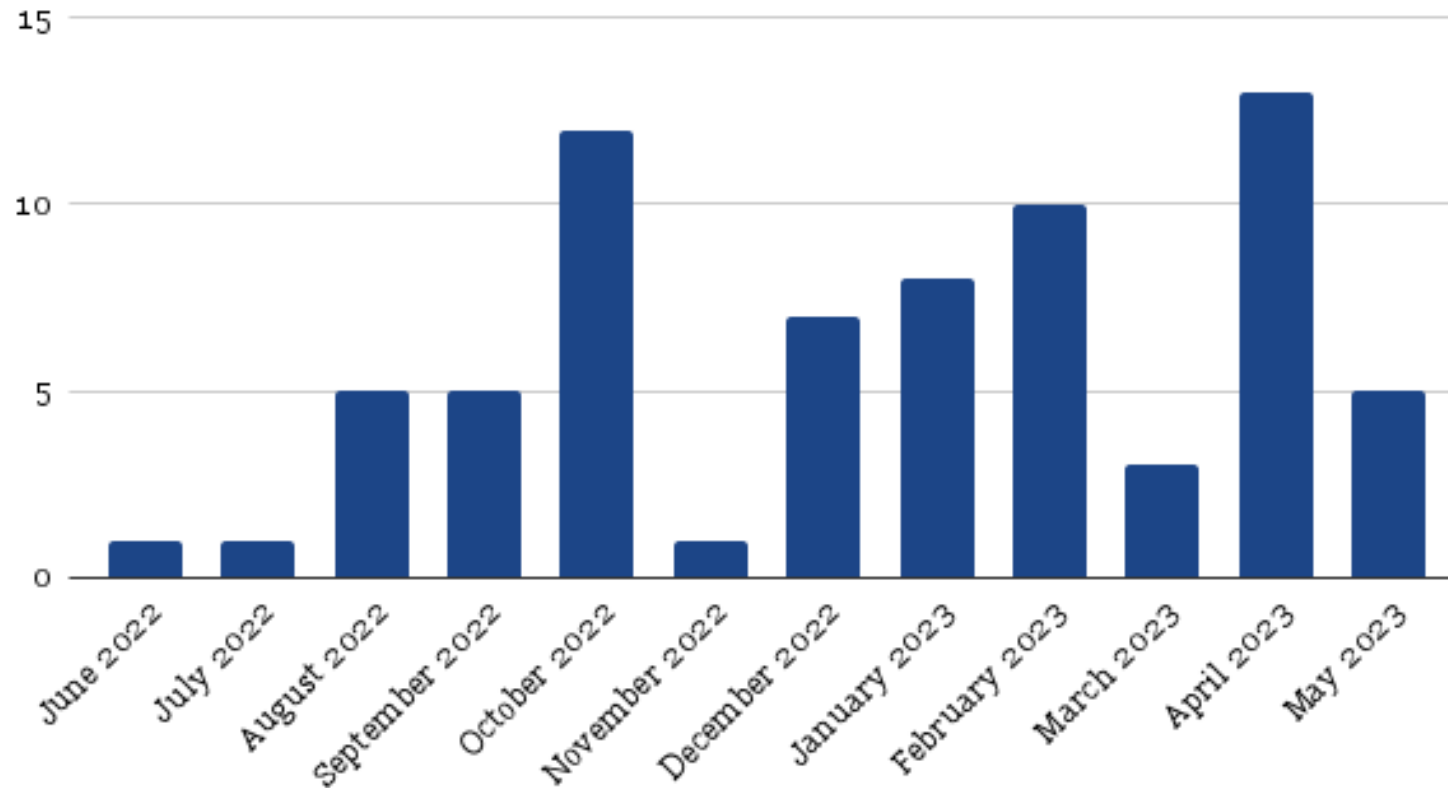
We Meet Student's Unique Needs and Set Them Up For Success in College and Beyond. Every Student at MSA 8 Receives Tailored One-On-One Tutoring From Their Own Teacher.

Best Bell Schools | Free, Public, and Open to All | Online School Application 6-8
enroll.magnoliapublicschools.org

Start Your Application Online and Start Your Family's Education Journey with Magnolia. Sign Up Today — Spots Are Limited! It's Easy to Enroll with Magnolia Science Academy 8.

MSA 8: Leads by Month — June 2022-May 2023

MSA 8: Leads by Month



Average cost-per-lead, June 2022—May 2023: \$116.06

MSA Santa Ana: March 2022—May 2023

123

MSA Santa Ana Leads

7

MSA Santa Ana Enrolled Students

5.7%

MSA Santa Ana Conversion Rate

Leads from March 1, 2022–May 19, 2023. Total ad spend to date: \$46,682.45/10 campuses. Revenue and ROI calculated assuming average per pupil funding of \$22,893. Total spend includes LC's retainer.



\$16,668

MSA Santa Ana Spend

\$160,251

MSA Santa Ana Revenue

9.6X

MSA Santa Ana Return on Investment

Magnolia Public Schools Sponsored

Nuestras experiencias de aprendizaje práctico, el rigor académico y los dedicados profesores empoderarán a su hijo para lograr el éxito en la universidad y más allá.

Hasta nuestros dedicados y apasionados profesores

FORM ON FACEBOOK
Plazas disponibles limitadas - Inscríbese ho... [Learn more](#)

Araceli Vargas

Like Comment

Magnolia Public Schools | Free, Public, and Open to All | [Learn More About MSA Santa Ana](#)

[enroll.magnoliapublicschools.org](#)

Start your application online. Magnolia Public Schools are free and open to all. Free, public, and open to all. Start your enrollment process today!
[College PrepTK-12 Schools](#)

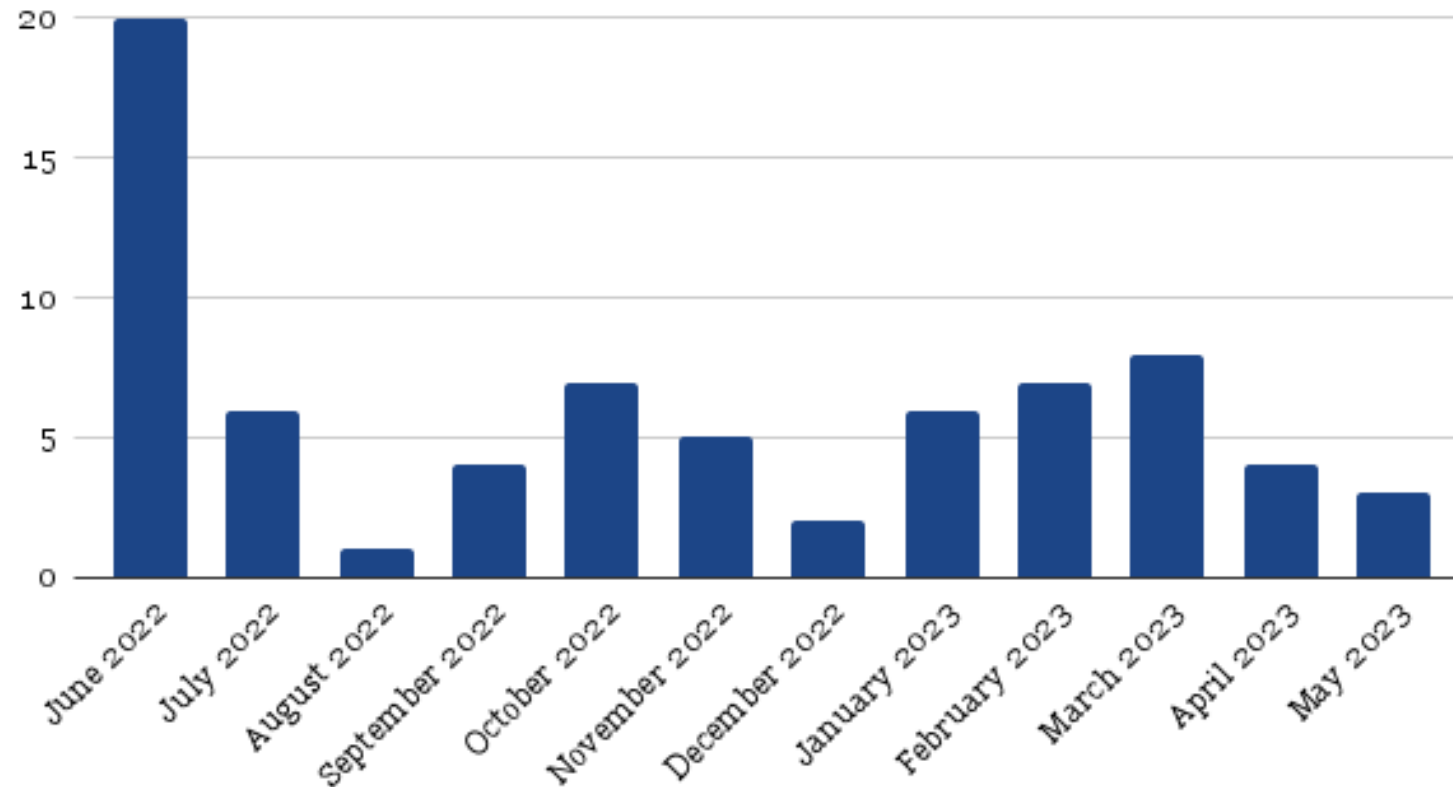
Magnolia Science Academy | Free, Public, and Open to All | [Magnolia Santa Ana School](#)

[enroll.magnoliapublicschools.org](#)

At Magnolia, every student is set up to succeed in college and beyond. Enroll today! Where every student is supported to rise to their potential and thrive. Learn more today!
[College PrepTK-12 Schools](#)

MSA Santa Ana: Leads by Month — June 2022-May 2023

MSA Santa Ana: Leads by Month



Average cost-per-lead, June 2022—May 2023: \$86.56

MSA San Diego: March 2022—May 2023

141

MSA San Diego Leads

45

MSA San Diego Enrolled Students

31.9%

MSA San Diego Conversion Rate

Leads from March 1, 2022–May 19, 2023. Total ad spend to date: \$46,682.45/10 campuses. Revenue and ROI calculated assuming average per pupil funding of \$22,893. Total spend includes LC's retainer.

\$16,668

MSA San Diego Spend

\$1,030,185

MSA San Diego Revenue

61.8X

MSA San Diego Return on Investment

Magnolia Public Schools | MSA San Diego Enrolling Now | San Diego Unified-Approved

enroll.magnoliapublicschools.org

We Meet Student's Unique Needs and Set Them Up For Success in College and Beyond. Find Your Place At Magnolia Public Schools—STEM-focused College Prep Program.
College Prep 6-8 School

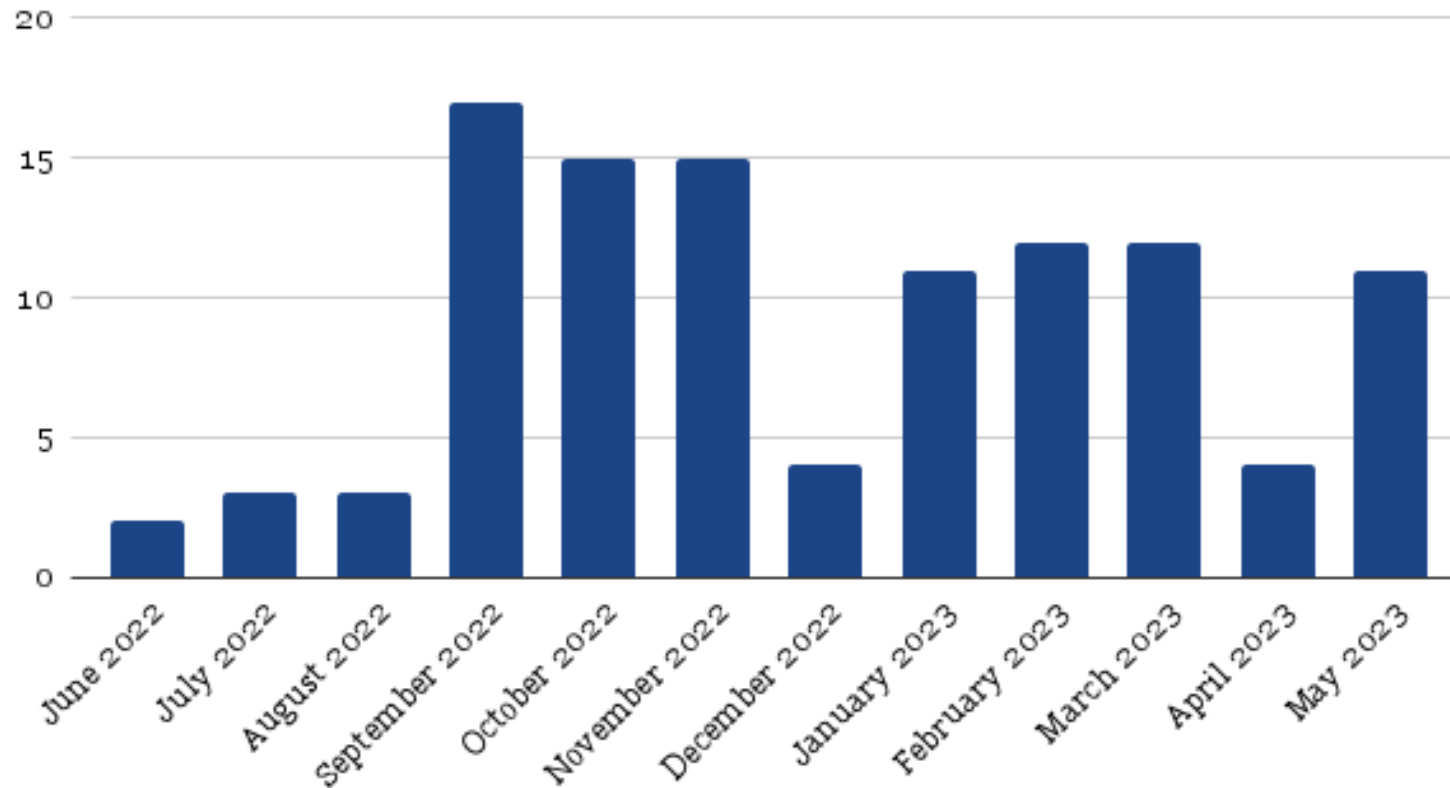
Magnolia Public Schools | Best Middle Schools Near You | Every Student Belongs

enroll.magnoliapublicschools.org/school/en...

Get Information About Our Open Enrollment Application Window. Enrolling Now Grades 6-8th. Sign Up Today — Spots Are Limited! It's Easy to Enroll with Magnolia Public Schools.
College Prep 6-8 School

MSA San Diego: Leads by Month — June 2022-May 2023

MSA San Diego: Leads by Month



Average cost-per-lead, June 2022—May 2023: \$57.42

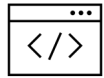
Next Steps

We're looking forward to partnering with Magnolia Public Schools to improve its impact on families across Southern California.

Next year, we see opportunities to reach more families with compelling messages and move them through the enrollment pipeline.

- **New Video Content.** Our high-performing ad content this year included footage filmed onsite in November 2021. We'd like to update our video ad creative this year, focusing on creating high-quality, personalized content for each school site.
- **New Search Trends.** The way people use the Internet is constantly evolving. We're keeping an eye on new trends reflecting a change in how people search online, such as the integration of the generative AI tool ChatGPT and search engine Microsoft Bing. We're also seeing more people turn to social media apps like TikTok and YouTube to search online. We'll recommend changes to the platform our ads are delivered on and adjustments to ad spend in reaction to these trends.
- **On-Ground Enrollment Marketing.** As we advertise to parents and guardians in the communities you serve, on-ground advertising can multiple your results. We'd like to produce individualized neighborhood marketing collateral for each MSA campus, including new yard signs, banners, postcard mailers, door hangers and flyers.
- **Messaging Step Back.** Central to finding and attracting more families to Magnolia Public Schools is building a compelling and clear message. We'll meet with school leaders and PACE coordinators to refresh and expand our marketing messages based on each school's growth and unique context.

How to get in touch



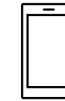
Larsonpr.com



joe@larsonpr.com



@larsonPR



415.710.1157



fb.com/LarsonCommunications

Coversheet

Approval of Self-Evaluation and Transition Plan for ADA Compliance for MSA-7

Section: VI. Action Items
Item: A. Approval of Self-Evaluation and Transition Plan for ADA Compliance
for MSA-7
Purpose: Vote
Submitted by:
Related Material: VI_A_Self-Evaluation and Transition Plan for MSA-7.pdf



Agenda Item:	V B: Action Item
Date:	June 8, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“ MPS ”) Board of Directors (the “ Board ”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Mustafa Sahin, Project Manager Patrick Ontiveros, General Counsel & Director of Facilities
RE:	Approval of Self-Evaluation and Transition Plan for MSA-7

1. **Action Proposed:**

MPS Staff recommends that the Board of Directors of MPS (the “**MPS Board**”) approve and adopt an ADA 504 Transition Plan for MSA-7.

2. **Purpose:**

The purpose of this proposed action is to approve the MSA-7 Self-Evaluation and Transition Plan (the “**Plan**”) that was completed for MSA-7 in response to a request from the Los Angeles Unified School District (“**LAUSD**”). Pages 1 through 30 and Pages 329 to 335 are attached as Exhibit A to this report.

3. **Background:**

On or about February 2, 2023, MPS received a notification from LAUSD’s Charter Schools Division which stated in pertinent part: “[i]n accordance with applicable legal and Los Angeles Unified School District requirements, including but not limited to, the Americans with Disabilities Act, the Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions, LAUSD Policy and Procedures for Charter Schools, and the Self-Evaluation and Transition Plan Under the Americans with Disabilities Act, all LAUSD authorized charter schools that operate on non-District owned school sites or facilities (i.e., private sites) must develop and complete self-evaluation and transition plans and certify compliance by specified timelines outlined in the attached document.” MPS Staff provided certification on February 28, 2023 that it would perform and prepare a “Self Evaluation and Transition Plan” for MSA-7. On May 31, 2023 MPS Staff certified that the Plan had been prepared, noting that such a plan had been previously prepared and adopted and that a new one had been prepared and would be presented on June 8, 2023 to the MPS Board for approval and adoption.

MPS had previously commissioned a “Self Evaluation and Transition Plan” for MSA-7. Such plan was presented and approved at the MPS Board’s October 2018 meeting. In response to the February 2, 2023 notice from LAUSD, MPS Staff reviewed its prior report and determined that it would be prudent to update such report. Accordingly, MPS Staff requested that the vendor who



prepared the 2018 report, CALI CASp complete a new updated plan. The Plan was completed on May 31, 2023. The Plan is a living document and will be updated as and when needed. A portion of the revised Plan is attached as Exhibit A.

4. **Analysis & Impact:**

The Plan aligns with the requirements of LAUSD and state and federal law regarding accessibility compliance. More broadly, the report allows MPS to understand the accessibility challenges at its MSA-7 school and to make such changes as shall be necessary to mitigate such issues.

5. **Budget Implications:**

In the short term, there is no or little budget impact to adoption of the Plan. The law does not require a school to immediately implement mitigation measures. In the interim, there are “no cost” and “low cost” measures that can be taken to increase accessibility at the MSA-7 campus. The Plan includes a phased approach to improving accessibility at the site. Eventually, however, the school may either have to relocate or implement more expensive mitigation measures. The Plan divides the mitigation measures into three phases and assigns a rough order of magnitude estimate to each phase with a total of \$1,179,158 for all three phases. As MSA-7 only has four more years remaining on its existing lease, MPS staff will take a judicious approach to the measures that will be implemented taking into account the remaining term of the lease.

6. **Committee Recommendations:** N/A

7. **Exhibits:**

Exhibit A MSA7 Self-Evaluation and Transition Plan (pages 1 to 30 and pages 329 to 335 [cost estimate rough order of magnitude])



EXHIBIT A

MSA7 Self Evaluation and Transition Plan (Pages 1 to 30 and Pages 329 to 335)



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Exhibits

- A. Completed Questionnaires**
- B. Letter to Organizations (Public Outreach) and Survey**
- C. Public Notice (Public Outreach)**
- D. Facility User Survey**
- E. Transition Plan Findings**
- F. Transition Plan Rough Order of Magnitude Construction Costs**

I. Introduction and Overview

The Americans with Disabilities Act (ADA) is a civil rights law that mandates equal opportunity for individuals with disabilities. The ADA prohibits discrimination in access to jobs, public accommodations, government services, public transportation, and telecommunications. Magnolia Science Academy 7 has undertaken a comprehensive evaluation of its policies, programs, and facilities to determine the extent to which individuals with disabilities may be restricted in their access to the School's services and activities.

A. Discrimination and Accessibility

There are two types of accessibility: physical accessibility and program accessibility. Absence of discrimination requires that both types of accessibility be provided.

The ADA establishes requirements to ensure that buildings and facilities are accessible to and usable by people with disabilities. Design guidelines to achieve accessibility have been developed and are maintained by the U.S. Access Board under the jurisdiction of the ADA. The ADA Accessibility Guidelines (ADAAG) cover a wide variety of facilities (including buildings, outdoor recreation areas, and curb ramps) and establish minimum accessibility requirements for new construction and alterations to these facilities. The School may achieve physical accessibility by ensuring that a facility is barrier-free and meets ADAAG technical requirements, State of California standards - including those found in Title 24, and standards adopted by the United States Department of Education adopted pursuant Section 504 of the Rehabilitation Act of 1973.

Setting aside potential and important contractual obligations of MSA7 toward the Los Angeles Unified School District (LAUSD), LAUSD is regulated under Title II of the ADA and Section 504 of the Rehabilitation Act as adopted by the U.S. Department of Education, MSA7 is regulated under Title III of the ADA and the same Section 504 of the Rehabilitation Act. Accordingly, this is prepared as a 504 Self Evaluation and Transition Plan for MSA7 with an understanding that it will also serve as a part of LAUSD's ADA Self Evaluation and Transition Plan.

Programmatic accessibility includes physical accessibility, but also entails all policies, practices, and procedures that permit people with disabilities to

participate in programs and to access important information. Program accessibility requires that individuals with disabilities be provided an equally effective opportunity to participate in or benefit from a public entity's programs and services.

The School may achieve program accessibility by a number of methods, both physical and non-physical:

- Structural methods such as altering an existing facility;
- Acquisition or redesign of equipment;
- Assignment of aides; and/or
- Providing services at alternate accessible sites.

When choosing a method of providing program access, the School will give priority to the one that results in the most integrated setting appropriate to encourage interaction among all users, including individuals with disabilities. In compliance with the requirements of the ADA, the School provides equality of opportunity but does not guarantee equality of results.

B. Undue Burden

The School does not have a duty to provide an accommodation where it creates an "undue burden," which means significant difficulty or expense incurred in the provision of an accommodation. Undue burden includes, but is not limited to, financial difficulty. Undue burden refers to any modification that would be unduly costly, extensive, substantial, or disruptive, or that would fundamentally alter the nature of operation of the business of the School.

Whether a particular accommodation will impose an undue burden is determined on a case-by-case basis. If a particular accommodation is determined to cause an undue burden to the School, the School shall attempt to identify another modification that would not pose such a burden. If cost causes the undue burden, the School must consider whether funding for the accommodation is available from an outside source. If no such funding is available, the School must give the person with a disability the opportunity to provide the modification or to pay for that portion of the modification that constitutes an undue burden.

The following factors shall be considered in determining whether a program modification would create an undue burden: the nature and cost of the modification, the financial resources of the School available to make the modification, the impact the expense of the accommodation will have on the affected School operation, and the permanence of the alterations affecting the site.

A determination to deny a request for an accommodation or modification can only be made by the ADA/504 Coordinator and must be accompanied by a statement citing the reasons for reaching that conclusion. Appeals are available through the School's established procedures for the public, students and employees.

C. Relationship to other laws

The School will apply the strictest standard including federal laws, state or local standards that controls and provides equal protection for the rights of individuals with disabilities or individuals associated with them.

II. Compliance Process

The Federal Regulations include administrative requirements for all government entities employing more than fifty people. These administrative requirements are:

- Completion of a self-evaluation;
- Development of an ADA complaint procedure;
- Designation of a person who is responsible for overseeing Title II compliance; and
- Development of a transition plan if the self-evaluation identifies any structural modifications necessary for compliance. The transition plan must be retained for three years.

These same four requirements for a are also required by the 504 regulations adopted by the Department of Education for recipients of federal financial assistance.

In 2006, the California State Legislature passed the Prudence K. Poppink Act that made significant changes to the state's disability laws and expanded the definition of disability. It amended existing provisions of law and reemphasized previous legal and policy positions. This Document is intended to incorporate these new rules into a comprehensive ADA Self-Evaluation and Transition Plan ("This Plan"). Any conflicts regarding which is the appropriate standard to apply should be determined by consulting the MSA7's ADA/504 Coordinator and/or Magnolia Public Schools' Legal Counsel.

III. Transition Plan - Facilities

A. General Overview

This is the Magnolia Public Schools 504 Transition Plan as relates to Magnolia Science 7. This document was prepared as a part of the District's ongoing commitment to the full inclusion of individuals with qualified disabilities, to fulfill obligations under Section 504 of the Rehabilitation Act of 1973, as well as obligations to perform Readily Achievable Barrier Removal under Title III of the Americans with Disabilities Act of 1990.

1. Rehabilitation Act of 1973

The Rehabilitation Act prohibits discrimination on the basis of disability in programs conducted by Federal agencies, in programs receiving Federal financial assistance, in Federal employment, and in the employment practices of Federal contractors.

There was some dispute initially as to the reach of this law. In the ruling on *Grove City College v. Bell*, the Supreme Court issued a narrow interpretation. The U.S. Congress responded to by passing the Civil Rights Restoration Act of 1987 (CRRA) over the veto of President Ronald Reagan. The CRRA specified that recipients of federal funds must comply with civil rights laws in all areas and not just in the particular program or area that received federal funding. The Department of Education had held a similar administrative interpretation but formally adopted regulatory language that went into effect December 13, 2000 that reinforced the broad interpretation. [Federal Register Vol 65, No 219, November 13, 2000] In the adopted regulations, the Department crafted a statutory definition that regulated four broad categories of recipients:

- (1) State or local governmental entities.
- (2) Colleges, universities, other postsecondary educational institutions, public systems of higher education, local educational agencies (LEAs), systems of vocational education, and other school systems.
- (3) Private entities, such as corporations, partnerships, and sole proprietorships, including those whose principal business is providing education.

- (4) Entities that are established by a combination of two or more of the first three types of entities.

Under the third part of the definition, in the case of private entities not already listed under the second part of the definition, if the federally assisted entity or organization is principally engaged in the business of education (or health care, housing, social services, or parks and recreation), then the entire corporation, partnership, or other private organization or sole proprietorship is the covered "program or activity" or "program." For example, if an individual elementary or secondary school that is neither part of an LEA nor part of an assisted private "school system" receives financial assistance from the Department, the school will be covered on an institution-wide basis under this portion of the definition of "program or activity" or "program" because it is an entity principally engaged in the business of providing education. For example, if a proprietary trade school receives student financial assistance from the Department, all of its operations are covered by the nondiscrimination requirements of the regulations.

Also, under the third part of the definition, if a private entity is not principally engaged in the business of education (or health care, housing, social services, or parks and recreation) and the Department extends financial assistance to the private entity "as a whole," all of the private entity's operations at all of its locations would be covered. If the Department were to extend general assistance, that is, assistance that is not designated for a particular purpose, to this type of corporation or other private entity, that would be considered financial assistance to the private entity "as a whole." In other instances, in which the geographically separate facility receives assistance under the third part of this definition, the coverage would be limited to the geographically separate facility that receives the assistance.

Section 504 of the Rehabilitation Act states that "no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under" any program or activity that either receives Federal financial assistance or is conducted by any Executive agency or the United States Postal Service. Magnolia Public Schools receives funding that originates from the Department of Education.

Department of Health, Education and Welfare (HEW) was selected as the lead federal agency to develop regulations to implement Section 504 and all other

federal agencies adopted regulations from that prototype which HEW Secretary Joseph Califano signed into law on April 28, 1977.

The regulations require funding recipients to operate programs or activities so that, when each part of the program is viewed in its entirety, it is readily accessible to persons with disabilities. If it is necessary to make structural changes to facilities, the recipient must develop a Transition Plan setting forth the steps necessary to complete such changes and then execute the plan. HEW gave recipients three years to make facilities accessible. However, within six months of the regulations, these recipients needed to develop a Transition Plan which analyzes their current facilities and sets forth necessary steps to make the facilities accessible within three years.

The plan must be developed with the assistance of interested persons, including people with disabilities or organizations representing people with disabilities. A copy of the transition plan must be made available for public inspection and contain – at a minimum – the following elements [34 CFR 104.22(e)]:

1. Identify physical obstacles in the recipient's facilities that limit the accessibility of its programs or activities to people with disabilities;
2. Describe in detail the methods that will be used to make the facilities accessible;
3. Schedule for taking the steps necessary to achieve full accessibility. If the period of the Transition Plan is longer than one year, one must identify the steps that will be taken during each year of the transition plan; and
4. Indicate the person responsible for implementation of the plan.

An important consideration is that the accessibility requirement applies to each program or activity “when viewed in its entirety”. One does not need to have every building accessible as long as each program as a whole is accessible and accessible features are adequately integrated into the programs to avoid segregating students with disabilities.

2. Americans with Disabilities Act (ADA)

The ADA prohibits discrimination on the basis of disability in employment, State and local government, public accommodations, commercial facilities,

transportation, and telecommunications. It also applies to the United States Congress.

Title III of the ADA Standards rule-made by the U.S. Department of Justice cover businesses and nonprofit service providers that are public accommodations, privately operated entities offering certain types of courses and examinations, privately operated transportation, and commercial facilities. Public accommodations are private entities who own, lease, lease to, or operate facilities –such as restaurants, retail stores, private schools, convention centers, doctors' offices, homeless shelters, and recreation facilities such as sports stadiums and fitness clubs.

In addition to complying with architectural standards for new and altered buildings, Public Accommodations must remove barriers where such removal is readily achievable [28 CFR Part 36, Sec. 36.304]. “Readily Achievable” means something that is easily accomplishable and able to be carried out without much difficulty or expense. What is difficult or expensive is differs from organization to organization and is determined on a case-by-case basis in light of the nature and cost of the barrier removal and the resources available. In determining whether a proposed barrier removal is readily achievable, one must consider various factors including:

- (1) The nature and cost of the action needed;
- (2) The overall financial resources of the site or sites involved in the action; the number of persons employed at the site; the effect on expenses and resources; legitimate safety requirements that are necessary for safe operation, including crime prevention measures; or the impact otherwise of the action upon the operation of the site;
- (3) The geographic separateness, and the administrative or fiscal relationship of the site or sites in question to any parent corporation or entity;
- (4) If applicable, the overall financial resources of any parent corporation or entity; the overall size of the parent corporation or entity with respect to the number of its employees; the number, type, and location of its facilities; and
- (5) If applicable, the type of operation or operations of any parent corporation or entity, including the composition, structure, and functions of the workforce of the parent corporation or entity.

[28 CFR Part 36, Sec. 36.304]

If removal of barriers is not readily achievable, alternative methods must be used to accommodate persons with disabilities if those methods are readily achievable. [28 CFR Part 36, Sec. 36.305] This document does not include consideration of whether given barriers are readily achievable.

On Friday, July 23rd, 2010, United States Attorney General Eric Holder signed final regulations revising the Department's ADA regulations, including its ADA Standards for Accessible Design. The 1991 ADA Standards and Uniform Federal Accessibility Standards (UFAS) were replaced by the 2010 ADA Standards. Published on September 15, 2010 with minor corrections made on March 11, 2011, the 2010 ADA Standards became mandatory on March 15, 2012. Projects regulated under the ADA as Public Accommodations or as Commercial Facilities that didn't have a completed building application accepted by applicable jurisdictions prior to March 15, 2012 had to comply with these new rules.

Facilities that complied with either the 1991 ADA Standards or UFAS were not required upgrade due to incremental changes in the Standards unless renovations occur. That was the "Safe Harbor" Provision but there was an exception for facilities that the Department saw as newly regulated and were thus being regulated retroactively to comply with the 2010 ADA Standards:

- Residential facilities and dwelling units, [ADA 233 and 809]
- Amusement Rides [ADA 234 and 1002; 206.2.9; 216.12]
- Recreational boating facilities [ADA 235 and 1003; 206.2.10]
- Exercise machines and equipment [ADA 236 and 1004; 206.2.13]
- Fishing piers and platforms [ADA 237 and 1005; 206.2.14]
- Golf facilities [ADA 238 and 1006; 206.2.15]
- Miniature golf facilities [ADA 239 and 1007; 206.2.16]
- Play areas [ADA 240 and 1008; 206.2.17]
- Saunas and steam rooms [ADA 241 and 612]
- Swimming pools, wading pools, and spas [ADA 242 and 1009]
- Shooting facilities with firing positions [ADA 243 and 1010]
- Miscellaneous
 - Team or player seating [ADA 221.2.1.4]
 - Accessible route to bowling lanes [ADA 206.2.11]
 - Accessible route in court sports facilities [ADA 206.2.12]

B. Transition Plan

1. Priorities

The Department of Education requires that recipients shall give priority to those methods that serve individuals with disabilities in the most integrated setting appropriate. [36 CFR 104.22(b)] The ADA regulations are similar [28 CFR 36.203]. With integration and equal opportunity foremost in mind, the District shall give priority to facilities that have the highest occurrence. Facilities with a focus on serving qualified individuals with disabilities will also be a priority. The order of priority shall be as follows:

1. Facilities Common to all Students, Caregivers and Visitors

- a. Public Parking, Loading Zone(s) and Paths to the Primary Entrance(s)
- b. Reunion Gates, School Lobby and Similar Spaces

2. Academic Setting [34 CFR 104.34(a)]

- a. Classrooms and Disability Support Service Spaces
- b. Assembly Spaces, Libraries

3. Non-Academic Settings [34 CFR 104.34(b)]

- a. Meals
- b. Recess Areas
- c. Restrooms, Drinking Fountains and Changing Rooms
- d. Counseling Services
- e. Physical Recreational Athletics
- f. Transportation
- g. Health Services
- h. Recreational Activities
- i. Special Interest Groups or Clubs sponsored by the Recipients
- j. Referrals to agencies which provide assistance to people with disabilities
- k. Employment of Students, including both employment by the Recipient and assistance in making available outside employment

Many buildings have spaces of differing types. For example, instructional buildings are apt to also have instructor prep spaces, break rooms and restrooms. In such facilities, different parts of the building will be of different priority than other parts.

Each of the facility groups described above shall be further prioritized in the order established by the Department of Justice in ADA regulations [28 CFR 36.304(c)]

- a. Building Access - Provide access to a place of public accommodation from public sidewalks, parking, or public transportation. These measures include, for example, installing an entrance ramp, widening entrances, and providing accessible parking spaces.
- b. Interior Program Access - Provide access to the areas where goods and services are furnished. These measures include, for example, providing signage with Braille and raised text, widening doors, providing visual alarms, and installing ramps.
- c. Restrooms- Provide access to at least one restroom for each sex or a single unisex restroom where there aren't separate restrooms for each sex. These measures include, for example, widening of doors, installation of ramps, providing accessible signage, widening of toilet stalls, and installation of grab bars.
- d. Take any other measures necessary to provide access to the goods, services, facilities, privileges, advantages, or accommodations. These may include telephones, drinking fountains, and other amenities

2. Methods of Creating Program Access

The District shall ensure that no qualified person shall be denied benefits of, be excluded from participation in, or otherwise be subjected to discrimination due to facilities that are inaccessible to or unusable by people with disabilities. Further, the School shall operate its programs and activities so that when each part is viewed in its entirety, it is readily accessible to people with disabilities. This view of the totality of activities, as regulated by Department of Education [34 CFR 104.22(a)], does not give rise to a need to make every part of a facility accessible. Accordingly, the District's resources shall be applied to improvement of facilities as follows:

- Places where programs and activities are delivered
 - Student Environments
 - Public Spaces
- Accessible circulation connecting all accessible elements and spaces
- Circulation-Related signage
 - Identifying where accessible circulation and general circulation diverge
 - Communicating room names in Braille and tactile text
- Outlets, Switches and Controls to the extent provided as part of programs and activities
 - Elements of an accessible student workstation
 - Light switches in single-occupant rooms (ie, single toilet restrooms)

3. Implementation Schedule

In consideration of the fact that this is a leased facility and both lessor and lessee share in the obligations to comply with applicable standards, Magnolia Public Schools shall enter into lease negotiations with the landlord for shared responsibilities for removal of all barriers within ten years of the adoption of this plan (May 31, 2033). Certain work at MSA-7 shall occur earlier than that:

- Replacing most classroom door handles with compliant lever locksets. Deadbolts used by staff in the case of a lockdown shall remain. (30 months)
- Performing corrections to the parking lot and reception area as well as paving corrections between those locations (30 months)
- Removing sand area and substitute a proper play surface. (30 months)
- Some restroom upgrades which would provide ADA accessible restrooms for both students and adults. (36 months)

Physical barriers to program access can often be temporarily mitigated using programmatic solutions. These interim solutions include but are not limited to the following types of policies and programs:

- Leasing compliant portable classrooms and portable restrooms to create accessible options.
- Reassign, at the request of a student with a disability or faculty member, a class originally scheduled in a classroom with barriers to that individual or temporarily staffing that facility with individuals to assist disabled students.
- Developing a School Orientation Program for Students with Visual Impairment. The purpose of the Orientation Program would be to assist students in understanding where important facilities are, including but not limited to, Dining Buildings, Academic Buildings, and Individual Classrooms when tactile room identification isn't provided for the student's class.
- Making accommodations, as appropriate to individual needs.

This is a living document that shall be revised and amended over time.

4. Safe Harbor

Elements that have not been altered in existing facilities on or after March 15, 2012, and that comply with the corresponding technical and scoping specifications for those elements in either the 1991 Standards or in the Uniform Federal Accessibility Standards (UFAS), Appendix A to 41 CFR part 101-19.6 (July 1, 2002 ed.), 49 FR 31528, app. A (Aug. 7, 1984) are not required to be modified in order to comply with the requirements set forth in the 2010 Standards.

This means that if a facility was built after 1992 when the 1991 ADA Standards were in effect and before the 2010 Standards took effect on March 15, 2012, they do not have to make changes to that facility until a modification/remodel is undertaken. ("Safe Harbor")

The Safe Harbor does not apply to those elements in existing facilities that are subject to supplemental requirements (*i.e.*, elements for which there are neither technical nor scoping specifications in the 1991 Standards). Elements in the 2010 Standards not eligible for the element-by-element safe harbor will be identified in the Database. An action plan will be developed to bring those identified facilities elements into compliance within a five-year period of time.

5. Unique Characteristics Exception

- a. The full compliance with the requirements of the ADA is not required where it can be demonstrated that it is structurally impracticable to meet the requirements. Full compliance will be considered structurally impracticable only in those rare circumstances when the unique characteristics of terrain prevent the incorporation of accessibility features.
- b. If full compliance would be structurally impracticable, compliance is required to the extent that it is not structurally impracticable. In that case, any portion of the facility that can be made accessible shall be made accessible to the extent that it is not structurally impracticable.
- c. If providing accessibility in conformance with this section to individuals with certain disabilities (e.g., those who use wheelchairs) would be structurally impracticable, accessibility shall nonetheless be ensured to persons with other types of disabilities.

6. Responsible Party

Magnolia Public Schools employs several individuals whose roles include issues related to accessibility for the disabled community. The School Administrator ultimately responsible for the implementation of the Transition Plan is Meagan Wittek.

7. Public Input

Magnolia Public Schools is required to provide an opportunity to interested persons, including individuals with disabilities or organizations representing individuals with disabilities, to participate in the development of the Transition Plan by submitting comments and that a copy of the Transition Plan shall be made available for public inspection. The Magnolia Public Schools' Home Office shall maintain a copy of the Transition Plan at 250 E. 1st Street, Suite 1500 Los Angeles, CA 90012. Additionally, Magnolia Public Schools has solicited commentary through direct outreach in several ways:

- Posting public notices.
- Sending letters to public agencies, organizations, and individuals with disabilities requesting input on prioritizing current and future needs.
- Circulating a survey of facility users.

IV Self-Evaluation of the MSA-7 Policies and Procedures

A. Review of Rules and Regulations

The School supports the ADA and 504 requirements and guidelines.

This evaluation was conducted with the participation of interested persons, including individuals with disabilities or organizations representing individuals with disabilities, to participate in the self-evaluation process. MSA-7 and Magnolia Public Schools performed direct outreach that included letters to organizations representing individuals with disabilities, posting of public notices - including website postings, and a survey of users.

Additional evaluation was made with the participation of departments through the completion of questionnaires, interviews and direct observation of policies and other documents.

B. Programs

Every effort shall be made to hold MSA-7-sponsored programs in locations that are accessible according to California State Regulations Title 24, the Americans with Disabilities Act Guidelines and Section 504 of the Rehabilitation Act.

- MSA-7 will maintain in working order equipment and features of facilities that are required to provide ready access to individuals with disabilities.
- MSA-7 will ensure that individuals with disabilities are not excluded from regular programs. Individuals with disabilities will be integrated into regular programs to the maximum extent appropriate.
- MSA-7 will ensure that where specific requirements are necessary for the safe operations of programs, those requirements are based on real risk, not on speculation, stereotypes, or generalizations about individuals with disabilities.
- MSA-7 will modify policies, practices, and procedures to avoid discrimination unless the modification would fundamentally alter the nature of the program or create a hazardous situation.
- It is not required that each existing facility be accessible. This standard, known as "program accessibility," must be provided by methods including alteration of existing facilities, acquisition or construction of additional facilities, relocation of a service or program to an accessible facility, or provision of services at alternate sites.

C. Requests for Accommodations

1. The determination whether to provide an accommodation is made on a case-by-case basis. This is an individual process through which the airport division and the individual with a disability discuss and arrange for the necessary (and reasonable) accommodations. In assessing the accommodation, MSA-7 will give priority consideration to program accommodations that will be consistent with provision of services, programs, and activities in the most integrated setting appropriate to qualified individuals with disabilities.
2. Accommodations may include, but are not limited to, making reasonable modifications in policies, practices, and procedures; furnishings, auxiliary aids, and services; and making services, programs, or activities accessible, usable, and integrated wherever appropriate. Specific lists of types of accommodation are not included in this policy as they vary depending on program and individual needs and also by types of accommodation available.
3. In-person requests for services or information will be handled on an individual basis, and the individual and the department will determine an appropriate accommodation for the individual.

D. ADA/504 Notice

The MSA-7 has not posted an adequate ADA/504 Notice of Compliance. The school shall post in a conspicuous location on its website and elsewhere a notification to applicants, participants, beneficiaries, and other interested persons of their rights and the MSA-7's obligations under Federal Regulations. A sample statement is found on the following page.

In accordance with the requirements of Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Amendments Act of 2008, the Fair Employment & Housing Act (FEHA), California Government Code Section 11135 and other applicable codes, Magnolia Science Academy 7 (MSA-7) does not discriminate against individuals on the basis of disability in its services, programs or activities.

Employment: MSA-7 does not discriminate on the basis of disability in its hiring or employment practices and will comply with the Fair Employment and Housing Act, as well as Title I of the ADA, including the regulations promulgated by the U.S. Equal Employment Opportunity Commission (EEOC), including the requirement to provide reasonable accommodations.

Effective Communication: MSA-7 will generally, upon request, provide appropriate aids and services leading to effective communication for qualified person(s) with disabilities, including sign language interpreters, documents in Braille and other alternate formats to ensure information and communication is accessible to people who have speech, hearing, vision, or cognitive impairments so they can participate equally in the programs, services and activities.

Modification to Policies and Procedures: MSA-7 will make reasonable modifications to policies and programs to ensure that people with disabilities have an equal opportunity to participate in all of its programs, services and activities. For example, individuals with service animals behaving within applicable standards are welcome in offices and MSA-7 facilities, even when pets are generally prohibited.

Anyone who requires auxiliary aids and services for effective communication, or a modification of policies or procedures to participate in a program, service or activity at MSA-7 should communicate with the responsible Department contact as soon as possible, but no later than 48 hours before the scheduled event.

Neither the ADA, nor State law requires MSA-7 to take action that would fundamentally alter the nature of its programs, activities or services or impose an undue financial or administrative burden. Complaints that a program, activity or service of the MSA-7 is not accessible should be directed to the ADA/504 Coordinator:

Meagan Wittek | Principal, Magnolia Science Academy 7
18355 Roscoe Blvd, Northridge, CA 91325
(818) 221-5328

E. Responsible Employee & Grievance Policy

A written Grievance Procedure should be capable of addressing issues that may arise from access policies that impact the delivery of programs, services and activities. The Grievance Procedure must be widely disseminated, offer a second level review, notify the grievant of the outcome, state the ADA/504 Coordinator's name and contact information and offer assistance to a person with a disability who may not be able to complete the grievance document independently due to their disability.

The Magnolia Public Schools provides a MPS Uniform Complaint Procedures Form that is found in the MPS Student-Parent Handbook on the school's website (https://msa7.magnoliapublicschools.org/apps/pages/index.jsp?uREC_ID=299978&type=d) This compliant procedure is general in nature and not specific to disability-related grievances. Language needs to be added to offer assistance to an individual with a disability in completing the form if they so needed. This may mean an alternative means of filing a grievance that is available upon request to someone with a disability, such as personal interviews or a tape recording the compliant.

F. Employment Practices

MSA-7 will amend its employment policies, as necessary, to comply with the regulations of the U.S. Equal Employment Opportunity Commission implementing Title I of the Americans with Disabilities Act of 1990, codified at 29 C.F.R. Part 1630. At minimum, those policies will provide that:

- MSA-7 will not discriminate on the basis of disability in its hiring or employment practices. The application process currently includes the statement that the "City encourages applications from qualified individuals with disabilities as defined by the Americans with Disabilities Act and the Fair Employment and Housing Act. Individuals who require a reasonable accommodation to participate in any phase of the selection process must make such a request during the application process. Applicants with disabilities that affect sensory, manual, or speaking skills may be provided with a test in a format that does not require the use of the impaired skill. Persons requesting reasonable accommodation will be required to provide documentation of such a need."

- MSA-7 will not ask a job applicant about the existence, nature, or severity of a disability. Applicants may be asked about their ability to perform specific job functions. Fitness for Duty examinations may be required, but only after a conditional offer of
- employment is made and only if the examination is required of all applicants for the position and all employees holding the position. This policy shall be clearly stated in the Employee Handbook which shall preclude testing based upon speculation, stereotypes, or generalizations about individuals with disabilities.
- MSA-7 will make reasonable accommodations for the known physical or mental limitations of a qualified applicant or employee with a disability upon request unless the accommodation would cause an undue burden on the operation of the MSA-7's business. If an applicant or an employee request a reasonable accommodation and the individual's disability and need for the accommodation are not readily apparent or otherwise known, MSA-7 may ask the individual for information necessary to determine if the individual has a disability-related need for the accommodation.
- MSA-7 will maintain any employee's medical records separate from personnel files and keep them confidential. Employee medical conditions shall not be stored in a Human Resources Workday Database that others have access to.
- MSA-7 will make an individualized assessment of whether a qualified individual with a disability meets selection criteria for employment decisions. To the extent MSA-7's selection criteria have the effect of disqualifying an individual because of disability, those criteria will be job-related and consistent with business necessity.

Given an uncertainty with how to respond to employment calls from those who are deaf or hard of hearing, Magnolia Public Schools shall develop familiarity with receiving calls using the California Relay Service (CRS) for those who may call for employment or other purposes.

G. Purchasing

- a. MSA-7 will ensure that all staff are aware of the requirement purchase accessible equipment.
- b. MSA-7 will evaluate its process for all future computer hardware and software purchases with potential public access for their compatibility with accessibility-related adaptive equipment and software. Adaptive aids are devices, controls, appliances, or items that make it possible for persons with disabilities to improve their abilities to function independently and participate in programs, services, and activities offered by MSA-7. Accessibility will be included in the criteria for selecting items.
- c. MSA-7 will evaluate its process for furniture and building materials purchases for compatibility with a wide range of disabilities and sensitivities in areas that will be open to the public. Items could include those that are easily adjustable or can be modified to accommodate a variety of physical and ergonomic needs such as furniture, site furnishings, lighting, and office systems, and items such as certain types of paint that may be harmful to people with environmental sensitivities.
- d. MSA-7 shall develop a policy that establishes facility standards for restroom accessories, accessible maintenance standards and periodic inspection periods to confirm continued compliance.
- e. MSA-7 shall ensure that all public document related to bidding and contracting are made available to persons with disabilities in alternate format, if needed.

H. Evacuation

1. Magnolia Science Academy 7 has established a Comprehensive School Safety Plan that are regularly drilled and largely involve the participation and feedback of individuals with disabilities.
2. It is advisable for MSA-7 to use the EEOC Guidance regarding the voluntary identification of staff with disabilities that may need special assistance during an emergency event. This guidance provides three action items which are acceptable to the EEOC. 1) Ask employees at the time of hire, on a voluntary basis if they would need special assistance

due to a disability during an emergency. 2) Periodically query all staff, asking them to respond on a voluntary basis, if they would need assistance due to a disability during an emergency. 3) Train management staff to ask County employees who have clearly and obviously come into a disability that is visible if they would need assistance during an emergency. If any employee indicates that emergency assistance is desirable an interactive process to provide an appropriate reasonable accommodation must begin. Additionally, see that those responsible for emergency procedures receive training regarding the needs of persons with disabilities in emergency situations.

3. Magnolia Science Academy 7 shall adopt policies related to charging of mobility aids and/or other devices required by individual with a disability during extended periods of and access to medicines that require regular use. To the extent that such medicines require refrigeration, MSA-7 shall ensure such power generation remains available if extended periods of shelter-in-place were anticipated.
4. At areas of refuge/safe dispersal that include a communication system, augment the existing device(s) to include a light that indicates when a call is being responded to.

I. Public Meeting Procedures

Public meetings will be scheduled in accessible locations whenever possible. An accessible location includes, but is not limited to, the following: accessible restrooms, wheelchair access, accessible parking, an accessible route, temperature control, and the ability to provide access to fresh air for people with chemical sensitivities.

1. Train staff responsible for meeting on the requirement for accessible meeting locations under State and Federal laws and general disability awareness.
2. Utilizing the results of the ADA/504 Transition Plan as a basis for meeting and event planning. Do not use locations that are not safe and accessible for meetings and events. When a fully accessible site is not available, reasonable accommodations will be made so that an individual with a disability can participate.
3. Information will be available to MSA-7 staff on the types of accommodation requests that may be made by persons with different types of disabilities. This will include information about auxiliary aids

such as different types of assistive listening systems, sign language interpreters, readers, descriptive services, and other assistive technologies such as “real-time captioning.”

4. A notice has been incorporated into the forms for board meeting agendas indicating the availability of accessibility accommodations, as follows:

“Sign language interpreters, communication access real-time transcription, assistive listening devices, or other auxiliary aids and/or services may be provided upon request. To ensure availability, you are advised to make your request at least 72 hours prior to the meeting you wish to attend. Due to difficulties in securing Sign Language Interpreters, five of more business days’ notice is strongly recommended.”

Other departments shall incorporate similar notices into meeting agendas.

Prior to meetings a sign language interpreter shall participate in, MSA-7 shall review any unusual terms that are likely to arise in the meeting. The sign language interpreter’s position in the room shall be a well lit space. In close proximity to the speaker, provide real time captioning. meetings that are to last longer than two hours.

5. Agendas will be provided in alternative formats, when requested.
6. At all meetings, individuals with communication difficulties will be provided flexibility in the time limit on speaking.
7. MSA-7 shall establish a policy that all content on power point presentations that are written shall be read aloud.
8. MSA-7 shall ensure that all spaces where speech is an integral part of the use (ie, assembly areas, meeting and conference rooms) are provided with Assistive Listening Systems that include at least two (2) loop system headsets (tele-coils that broadcast directly to the user’s hearing aids). The MSA-7 shall see that staff are trained on the ALS system usage.

9. MSA-7 will maintain a list of already-accessible meeting spaces to facilitate the scheduling of meetings and/or the relocation of meetings upon request.
10. MSA-7 shall establish procedures to ensure that equipment being used for the various meetings and events utilize platforms, microphone stands, seating arrangements that are accessible and confirmed prior to meetings.

J. Communications Procedure

1. A communication tool kit will be developed to help educate employees and staff on MSA-7 policies for providing communications to people with various disabilities in a uniform and consistent manner. This tool kit shall be readily available to employees and include information on the California Relay Service.
2. In advertising events, ensure that the accommodations process is included in the process which allows for the request of sign language interpreters, equipment that enhances hearing, or other appropriate accommodations.
3. The MSA-7 will provide public information in alternate formats, including electronic if possible or scanned onto a computer disk when requested or where electronic format is not feasible.
4. MSA-7 shall provide closed captioning on any instructional television utilized; videos it produces; and for any Board Meetings that are televised or recorded and then made available on its website.

K. Printed Information

1. Publications shall use fonts that are sans serif (without serifs), at least font size 12, and not italic, oblique, script, highly decorative, or of other unusual forms. Arial is an effective choice.
2. Training will be provided information on how to produce printed material in alternative formats for people with various disabilities to ensure that requests are handled in a uniform and consistent manner.
3. Requests for specialized formats of lengthy and/or bulky documents will

be handled on an individual basis.

4. Any charge for a publication will be uniform charge applicable to all formats of that publication.
 5. MSA-7 will make program information more widely available to all MSA-7 constituents by:
 - o Publicizing and making available program brochures in alternative formats when requested.
 - o Ensuring uniformity of charges for a publication for all formats of that publication.
 6. On printed material distributed to the public regarding programs, there will be reference to:
 - MSA-7's Nondiscrimination Policy, and
 - The phone number of the program access specialist and/or the ADA/504 Disability Compliance Officer and/or other contact information on who can provide assistance in meeting special requests.
6. Information on the MSA-7's efforts to comply with the ADA and Section 504 of the Rehabilitation Act will be available on request and periodically updated on the MSA-7's website.

L. Website Accessibility

MSA-7 shall develop the website to see that all current pages and pages updates on the site are:

1. Providing accessibility features on all MSA-7 website pages.
2. Reviewed for access to those with disabilities prior to being published. Text-only pages shall be updated and posted simultaneously as the primary page.
3. Any new multimedia presentations are provided with equivalent .accessible alternatives which are synchronized with the presentation.
4. Any new videos shall be captioned for persons who are deaf or hard of hearing.
5. Multimedia and video content shall be accessible to those who are color blind.

6. All pages are designed to avoid screen flicker with a frequency greater than 2 Hz and less than 55Hz.
7. For webpage and/or information kiosk that require an applet or plug in device for access, it shall comply with 36 CFR Part 1194 Electronic and Information Technology Accessibility Standards (Section 508 Standards), Section 1194.21 of the Technical Standards for Software Operating Systems (a) through (l).

M. Staff Training Procedures

The Disability Compliance Officer or his/her designee will monitor and oversee the ADA/504 training requirements.

1. All employees shall be trained in ADA policies applicable to their departments and positions and receive information on how to access accommodation information. The current training program, begun June 28, 2022 is optional. Subsequent trainings shall, at minimum, require manager attendance and their training their subordinates.
2. Appropriate staff will receive specialized training on how to make programs accessible to persons with disabilities, including training in the use of specialized equipment, such as assistive listening devices.
3. Maintenance staff will be trained in respect to compliance with various codes and standards to achieve accessibility.
4. Appropriate MSA-7 staff members will be provided with training in general building evacuation procedures for assisting people with hearing, visual, mobility, and learning disabilities in an emergency.

N. Service Animals Procedures

1. Principles. The ADA defines "service animals" as dogs that are individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties.

Service animals are working animals, not pets. The work or task a dog has been trained to provide must be directly related to the person's disability. Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA. Miniature horses may be considered in accordance with the provisions below.

2. Other animals as may be required by Federal or State law will be considered
3. MSA-7 will modify if requested as an accommodation its policies, practices and procedures to permit the use of a service animal by an individual with a disability.
4. The ADA/504 Coordinator may ask an individual with a disability to remove a service animal from the premises if:
 - The animal is out of control and the animal's handler does not take effective action to control it; or
 - The animal is not housebroken.
5. If there is a reason to exclude the service animal as allowed by Federal or State law, the individual with a disability shall be given the opportunity to participate in the service, program, or activity without having the service animal on the premises.
6. The service animal shall be under the control of its handler and shall have a harness, leash or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).
7. MSA-7 is not responsible for the care or supervision of a service animal.
8. The ADA/504 Coordinator shall not ask about the nature or extent of a person's disability, but may make two inquiries to determine whether an animal qualifies as a service animal. Supervisors may ask if the animal is required because of a disability and what work or task the animal has

been trained to perform. Supervisors will not require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal. Supervisors may not make these inquiries about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).

9. MSA-7 will allow individuals with disabilities to be accompanied by their service animals in all areas of a public entity's facilities where members of the public, participants in services, programs or activities, or invitees, as relevant, are allowed to go.
10. MSA-7 will not ask or require an individual with a disability to pay a surcharge, even if people accompanied by pets are required to pay fees, or to comply with other requirements generally not applicable to people without pets. If the MSA-7 normally charges individuals for the damage they cause, an individual with a disability may be charged for damage caused by his or her service animal.
11. MSA-7 shall develop a written policy for procedures to follow in the event of an incident involving a service animal.

P. Mobility Devices

1. Employees will not ask an individual using a wheelchair or other power-driven mobility device questions about the nature and extent of the individual's disability.
2. Employees may ask a person using another power-driven mobility device to provide a credible assurance that the mobility device is required because of the person's disability. A public entity that permits the use of another power-driven mobility device by an individual with a mobility disability shall accept the presentation of a valid, State-issued, disability parking placard or card, or other State-issued proof of disability as a credible assurance that the use of the other power-driven mobility device is for the individual's mobility disability. In lieu of a valid, State-issued disability parking placard or card, or State-issued proof of disability, a public entity shall accept as a credible assurance a verbal

representation, not contradicted by observable fact, that the other power-driven mobility device is being used for a mobility disability. A “valid” disability placard or card is one that is presented by the individual to whom it was issued and is otherwise in compliance with the State of issuance’s requirements for disability placards or cards.

3. Other Mobility Devices

MSA-7 will make reasonable modifications in its policies, practices, or procedures to permit as an accommodation the use of other power-driven mobility devices by individuals with mobility disabilities, unless the class of other power-driven mobility devices cannot be operated in accordance with legitimate safety requirements.

4. Assessment Factors

In determining whether a particular other power-driven mobility device can be allowed in a specific facility as a reasonable modification, the MSA-7 will consider—

- a. The type, size, weight, dimensions, and speed of the device;
- b. The facility's volume of pedestrian traffic (which may vary at different times of the day, week, month, or year);
- c. The facility's design and operational characteristics (e.g., whether its service, program, or activity is conducted indoors, its square footage, the density and placement of stationary devices, and the availability of storage for the device, if requested by the user);
- d. Whether legitimate safety requirements can be established to permit the safe operation of the other power-driven mobility device in the specific facility; and
- e. Whether the use of the other power-driven mobility device creates a substantial risk of serious harm to the immediate environment or natural or cultural resources, or poses a conflict with Federal land management laws and regulations.

MAGNOLIA PUBLIC SCHOOLS

TRANSITION PLAN **Rough Order of Magnitude Estimate (ROM)** **MSA 7**

Prepared by Pacific Rim Architects

Dated: May 31, 2023

MAGNOLIA PUBLIC SCHOOLS
Rough Order of Magnitude Estimate (ROM)
TRANSITION PLAN
MSA 7
 May 31, 2023

SUMMARY BY PHASE / LOCATION

DIVISION	DESCRIPTION	TOTAL COST
1	MSA 7 Phase One	\$ 92,177
2	MSA 7 Phase Two	\$ 649,127
3	MSA 7 Phase Three	\$ 437,854
TOTAL PROJECT CONSTRUCTION BUDGET (excludes soft costs)		\$ 1,179,158

MAGNOLIA PUBLIC SCHOOLS
Rough Order of Magnitude Estimate (ROM)
TRANSITION PLAN
MSA 7
 May 31, 2023

MSA 7 Phase One

DIV.	NOTE #	DESCRIPTION	QTY	U/M	UNIT COST	TOTAL COST	DIVISION COST
2		DEMOLITION / EXISTING CONDITION					\$ 500
2		Demolish Existing Reception Counter	1	lump	\$ 500.00	\$ 500.00	
5		METALS					\$ 5,000
5		Provide new entry gate with hinge on opposite side	1	ea.	\$ 5,000.00	\$ 5,000	
5		WOOD & PLASTICS					\$ 5,250
5		Provide New Reception Counter	1	lump	\$ 5,250.00	\$ 5,250.00	
8		DOORS & WINDOWS					\$ 580
8		Remove door handle, locks & latches hardware	1	ea	\$ 155.00	\$ 155	
8		Provide door handles, locks & latches hardware	1	ea	\$ 425.00	\$ 425	
9		FINISHES					\$ 600
9		Drywall patch around reception counter	10	sf	\$ 10.00	\$ 100	
9		Wall Paint	200	sf	\$ 2.50	\$ 500	
10		SPECIALTIES					\$ 1,790
10		Remove and Replace California Tow Info Signage	1	ea	\$ 200.00	\$ 200.00	
10		Provide and Install new Parking Signage	3	stalls	\$ 350.00	\$ 1,050.00	
10		Remove Sign	1	ea	\$ 155.00	\$ 155.00	
10		Provide tactile room ID or tactile egress sign	1	ea	\$ 385.00	\$ 385.00	
32		EXTERIOR IMPROVEMENTS					\$ 22,710
32		Remove Sidewalk	500	sf	\$ 5.00	\$ 2,500.00	
32		Provide New Concrete Walkway	1,000	sf	\$ 9.00	\$ 9,000.00	
32		Landscape Modifications (allowance)	1	lump	\$ 2,000.00	\$ 2,000.00	
32		Asphalt Concrete Overlay 1" -2"	5,000	sf	\$ 0.84	\$ 4,209.98	
32		Re-stripe parking for three accessible stalls provided with direct accessible path	1	lump	\$ 5,000.00	\$ 5,000.00	
TOTAL DIRECT COST						\$ 36,429.98	\$ 36,430
		Contractor's Estimating Contingency			15.00%		\$ 5,464
		SubTotal					\$ 41,894
		Phasing of Work			4%		\$ 1,676
		SubTotal					\$ 43,570
		Design-Bid-Build Delivery with Premium Contractors			10%		\$ 4,357
		SubTotal					\$ 47,927
		General Condition & Requirements			15%		\$ 7,189
		SubTotal					\$ 55,116
		Contractor's Overhead and Profit			12%		\$ 6,614
		SubTotal					\$ 61,730
		Bond and Insurance			2%		\$ 1,235
		SubTotal					\$ 62,965
		Escalation to mid point of Construction 64.0% per annum			8.33%		\$ 5,246
		SubTotal					\$ 68,210
		Gross Receipt Tax at 0.101%			0.101%		\$ 69
TOTAL CONSTRUCTION BUDGET FOR CONTRACTOR							\$ 68,279

MAGNOLIA PUBLIC SCHOOLS
Rough Order of Magnitude Estimate (ROM)
TRANSITION PLAN
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 May 31, 2023

MSA 7 Phase Two

DIV.	NOTE #	DESCRIPTION	QTY	U/M	UNIT COST	TOTAL COST	DIVISION COST
5	METALS						\$ 7,920
5		Provide metal cane detection railings at both sides of drinking fountains	3	ea	\$ 2,640.00	\$ 7,920	
5		Provide new gate with lever hardware and kickplate, fencing beside		lump	\$ 5,500.00	\$ -	
6	WOOD & PLASTICS						\$ 2,000
6		New lower cabinet casework beneath existing upper protruding object	1	ea	\$ 2,000.00	\$ 2,000.00	
8	DOORS & WINDOWS						\$ 38,760
8		Remove door handle, locks & latch hardware	27	ea	\$ 155.00	\$ 4,185.00	
8		Remove existing metal threshold, door stop, and closer	28	ea	\$ 250.00	\$ 7,000.00	
8		Provide door handles, locks & latch hardware	27	ea	\$ 425.00	\$ 11,475.00	
8		Provide new threshold and closer	28	ea	\$ 500.00	\$ 14,000.00	
8		Provide new kickplate on doors	28	ea	\$ 75.00	\$ 2,100.00	
10	SPECIALTIES						\$ 8,800
10		Relocated fixed furnishings and re-secure to wall.	14	ea	\$ 50.00	\$ 700.00	
		Remove sign	15	ea	\$ 155.00	\$ 2,325.00	
		Provide tactile room identification sign	15	ea	\$ 385.00	\$ 5,775.00	
22	PLUMBING						\$ 4,250
22		Replace sink with new wall-hung lavatory	1	ea	\$ 4,250.00	\$ 4,250.00	
26	ELECTRICAL						\$ 90,018
26		Provide new fire alarm system compliant with NFPA-72	15,003	sf	\$ 6.00	\$ 90,018.00	
32	EXTERIOR IMPROVEMENTS						\$ 96,100
32		Remove Concrete Walkways	6,400	sf	\$ 5.00	\$ 32,000.00	
32		Provide New Concrete Walkways	6,400	sf	\$ 9.00	\$ 57,600.00	
32		Landscape Modifications (allowance)	1	lump	\$ 6,500.00	\$ 6,500.00	
						\$ -	
TOTAL DIRECT COST						\$ 247,848.00	\$ 247,848

Contractor's Estimating Contingency	15.00%	\$ 37,177
SubTotal		\$ 285,025
Phasing of Work	4%	\$ 11,401
SubTotal		\$ 296,426
Design-Bid-Build with Premium Contractors	10%	\$ 29,643
SubTotal		\$ 326,069
General Condition & Requirements	15%	\$ 48,910
SubTotal		\$ 374,979
Contractor's Overhead and Profit	12%	\$ 44,997
SubTotal		\$ 419,977
Bond and Insurance	2%	\$ 8,400
SubTotal		\$ 428,376
Escalation to mid point of Construction at 6.0%	12.13%	\$ 51,974
SubTotal		\$ 480,350

MAGNOLIA PUBLIC SCHOOLS
Rough Order of Magnitude Estimate (ROM)
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Gross Receipt Tax at 0.101%	0.101%	\$	485
TOTAL CONSTRUCTION BUDGET FOR CONTRACTOR		\$	480,835

MAGNOLIA PUBLIC SCHOOLS
Rough Order of Magnitude Estimate (ROM)
TRANSITION PLAN
MSA 7
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MSA 7 Phase Three

DIV.	NOTE #	DESCRIPTION	QTY	U/M	UNIT COST	TOTAL COST	DIVISION COST
2		DEMOLITION / EXISTING CONDITION					\$ 3,700
2		Remove door, frame and hardware	2	ea	\$ 208.00	\$ 416.00	
2		Remove toilet partition	8	ea	\$ 193.00	\$ 1,544.00	
2		Remove mirror	4	ea	\$ 155.00	\$ 620.00	
2		Demo partitions (Boys & Girls restroom vestibules)	240	sf	\$ 3.00	\$ 720	
2		Demo playground sand enclosure wall for new access point	1	lump	\$ 400.00	\$ 400	
3		CONCRETE					\$ 456
3		New concrete slab on grade over plumbing changes	50	sf	\$ 9.12	\$ 456	
8		DOORS & WINDOWS					\$ 6,824
8		New door, frame and hardware	2	ea	\$ 3,085.00	\$ 6,170.00	
8		Remove door handle, locks & latch hardware	1	ea	\$ 154.00	\$ 154.00	
8		Remove existing metal threshold, door stop, and closer	2	ea	\$ 250.00	\$ 500.00	
9		FINISHES					\$ 7,425
9		Wall, framing	275	sf	\$ 6.00	\$ 1,650.00	
9		Wall, drywall	275	sf	\$ 10.00	\$ 2,750.00	
9		Restroom floor finish, tile	50	sf	\$ 27.50	\$ 1,375.00	
9		Restroom wall finish, tile	35	sf	\$ 27.50	\$ 962.50	
9		Restroom wall finish, paint	275	sf	\$ 2.50	\$ 687.50	
10		SPECIALTIES					\$ 22,572
10		Remove sign	5	ea	\$ 155.00	\$ 775.00	
10		Provide tactile room ID or tactile egress sign	5	ea	\$ 385.00	\$ 1,925.00	
10		Reocated seat cover dispenser	2	ea	\$ 310.00	\$ 620.00	
10		New mirror	2	ea	\$ 695.00	\$ 1,390.00	
10		New paper towel dispenser	4	ea	\$ 540.00	\$ 2,160.00	
10		New grab bar	4	ea	\$ 310.00	\$ 1,240.00	
10		New geometric door sign	4	ea	\$ 385.00	\$ 1,540.00	
10		New lavatory pipe wrap	2	ea	\$ 385.00	\$ 770.00	
10		Baked Enamel Toilet Stall	6	ea	\$ 1,200.00	\$ 7,200.00	
10		Baked Enamel urinal Screen	2	ea	\$ 400.00	\$ 800.00	
10		Steel Picnic Tables w/ Accessible Seating at both ends		ea	\$ 1,038.00	\$ -	
10		New Interior Dining Tables	4	ea	\$ 1,038.00	\$ 4,152.00	
22		PLUMBING					\$ 70,800
22		Remove and replace sink and faucet with new ADA type	2	ea	\$ 4,500.00	\$ 9,000.00	
22		Below slab plumbing changes	1	lump	\$ 10,000.00	\$ 10,000.00	
22		New water closet	6	ea	\$ 4,250.00	\$ 25,500.00	
22		New urinal	2	ea	\$ 3,850.00	\$ 7,700.00	
22		New hi-low drinking fountain	3	ea	\$ 6,200.00	\$ 18,600.00	
32		EXTERIOR IMPROVEMENTS					\$ 51,000
32		Remove and replace rubber dining surfaces		sf	\$ 17.00	\$ -	
32		Remove Paving	0	sf	\$ 5.00	\$ -	
32		Provide New Concrete Paving	0	sf	\$ 9.00	\$ -	

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May 31, 2023

32	New Entrypoint to playground	1	lump	\$	5,000.00	\$	5,000.00
32	New Asphalt	200	sf	\$	5.00	\$	1,000.00
32	Remove Existing Playground Equipment and Soils	1	lump	\$	5,000.00	\$	5,000.00
32	Playground - New Playground Equipment (Allowance)	1	lump	\$	40,000.00	\$	40,000.00
32	New Playground Surface	0	sf	\$	25.00	\$	-

TOTAL DIRECT COST**\$ 162,777.00 \$ 162,777**

Contractor's Estimating Contingency	15.00%	\$	24,417
SubTotal		\$	187,194
Phasing of Work	4%	\$	7,488
SubTotal		\$	194,681
Design-Bid-Build with Premium Contractors	10%	\$	19,468
SubTotal		\$	214,149
General Condition & Requirements	15%	\$	32,122
SubTotal		\$	246,272
Contractor's Overhead and Profit	12%	\$	29,553
SubTotal		\$	275,824
Bond and Insurance	2%	\$	5,516
SubTotal		\$	281,341
Escalation to mid point of Construction at 6.0%	15.17%	\$	42,668
SubTotal		\$	324,009
Gross Receipt Tax at 0.101%	0.101%	\$	327

TOTAL CONSTRUCTION BUDGET FOR CONTRACTOR**\$ 324,336**

Coversheet

Review and Approval of Resolution for Reduction in Force at MSA-3, MSA-Santa Ana, and MSA-San Diego

Section: VI. Action Items
Item: B. Review and Approval of Resolution for Reduction in Force at MSA-3, MSA-Santa Ana, and MSA-San Diego
Purpose: Vote
Submitted by:
Related Material:
VI_B_Resolution #20230608-01 for Reduction in Force at MSA-3, MSA-SA, and MSA-SD.pdf



Agenda Item:	V C: Action Item
Date:	June 8, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Suat Acar, Chief Operations Officer
RE:	Proposed Approval of Board Resolution for a Reduction in Force at Magnolia Science Academy (“MSA”) MSA-3, MSA-Santa Ana, and MSA-San Diego

1. **Action Proposed:**

I move that the Board approve Resolution #20230608-01 for Reduction in Force at MSA-3, MSA-Santa Ana, and MSA-San Diego.

2. **Background**

As the Board is aware, major migrations of school age children out of the state have caused current and future anticipated declines in enrollment for California schools, including MERF schools. California schools are anticipating declines in funding and revenue from the state over the next five (5) years. Declining enrollment created a risk of closure at MSA-4 this school year, which was prevented through the receipt of one-time funds. Temporary funding may not always be available to divert closure concerns. As such, MERF must be critical and diligent in examining its staffing when compared to its budget and student population.

The CEO and Executive team have held regular working sessions to scrutinize school programs at underfunded and appropriately funded schools alike to determine whether operational improvements or cost-saving measures can be applied to help the schools gain or maintain financial stabilization at present and during the projected period of relatively lower funding and enrollment expected over the next five (5) years.

3. **Analysis:**

The Board is presented with a proposed Resolution to eliminate seven (7) full-time job positions across three schools – MSA-3, MSA-Santa Ana, and MSA-San Diego. This is intended as a cost-saving measure and to align staffing with the student enrollment numbers. The decision would be appropriately timed to the upcoming end of the work year, fiscal year, and school year. It is also in alignment with the Fiscal Stabilization Plan.

4. **Budget Implications:** Based on the 2022-23 salary information, below is the saving amount for each school:

MSA-3: \$182,934

MSA-Santa Ana: \$212,498

MSA-San Diego: \$158,688



5. **Exhibits:**

- Board Resolution #20230608-01

Resolution #20230608-01

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION

RESOLUTION

REDUCTION IN FORCE

WHEREAS, Magnolia Educational & Research Foundation (“MERF”) is a non-profit organization operating public charter schools in Southern California; and

WHEREAS, Magnolia Science Academy (“MSA”) MSA-3, MSA-Santa Ana, and MSA-San Diego (the “impacted schools”) have experienced ongoing serious declines in student enrollment and related funding for several consecutive school years; and

WHEREAS, MERF is charged with the responsible management and successful operation of all its charter schools, including the impacted schools; and

WHEREAS, MERF has determined that the impacted schools are operating with a staff size that is in excess of what is required to operate the programs and deliver the curriculum of the impacted schools, resulting in an over expenditure of funds on staffing; and

WHEREAS, MERF has made the difficult decision to reduce staffing at the impacted schools to reduce costs and to better align the size of the staff with the size of the student body.

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of MERF (the “Board”) that:

1. An emphasis will be placed on retaining job positions that provide direct instruction and support to students in the classroom.
2. MSA - 3 will eliminate 2 full-time job positions.
3. MSA - San Diego will eliminate 2 full-time job positions.
4. MSA - Santa Ana will eliminate 3 full-time job positions.
5. Employees in eliminated job positions will be provided re-employment support by the Human Resources Department of MERF, including information on open and available job positions the individual may apply for at a MERF-operated charter school in the network.
6. Employees in eliminated job positions will be assisted in applying for employment with another MERF-operated charter school, but they will not be transferred to a new role, nor will they have hiring preferences or re-employment rights with MERF.

PASSED AND ADOPTED by the Board this 8 day of June, 2023, by the following vote:

AYES:

Resolution #20230608-01

Reduction in Force

Page 2 of 2

NOES:

RECUSE:

ABSENT:

The undersigned Board Chair does hereby certify that the foregoing is a full, true, and correct copy of a resolution adopted by the said Board at its meeting on the above date and by the vote above stated, which resolution is on file in the office of MERF.

Board Chair

Coversheet

Approval of Independent Study Policy & Master Agreement

Section: VI. Action Items
Item: C. Approval of Independent Study Policy & Master Agreement
Purpose: Vote
Submitted by:
Related Material: VI_C_Updated Independent Study Policy & Master Agreement.pdf



Agenda Item:	V D: Action Item
Date:	June 8, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Erdinc Acar, Chief Academic Officer William Gray, Director of Educational Services
RE:	Updated Independent Study Policy & Master Agreement

Action Proposed:

I recommend for the Board to approve the revised Independent Study Policy & Master Agreement for use by all Magnolia Public Schools campuses.

Purpose:

Feedback on the use of the current Independent Study Master Agreement by school sites has been collected by the Director of Educational Services and suggested changes have been collected for inclusion in this revision. Changes include:

- additional language clarifying that assignments need to be submitted to the school within five days of the due date
- additional language clarifying that each subject area for which work is being done needs to have an ‘assignment sheet’ created as part of the Master Agreement
- additional language clarifying that an attendance and academic credit/evaluation will take place for each class
- addition of ‘due date(s)’ entry on assignment sheets for each course

Background:

The Director of Educational Services regularly collects feedback on current policies and practices to improve the workings of Magnolia Public Schools. This Master Agreement is Board Approved so updates are to be brought forward during a regularly scheduled board meeting.

Analysis:

This will bring clarity to the use and functionality of the Master Agreement for Magnolia Public School staff members, students, and parents/guardians.

Impact:

This will bring clarity to the use and functionality of the Master Agreement for Magnolia Public School staff members, students, and parents/guardians.

Budget Implications:



N/A

Exhibits:

- Current Master Agreement with Highlighted Suggested Changes (Page 3)
- Proposed Revised Master Agreement for Adoption (Page 19)

MASTER AGREEMENT FOR INDEPENDENT STUDY

Student Name: _____	Date of Birth: _____	Grade: _____
Parent/Guardian Name: _____		
Home Address: _____		
Phone #: _____	Email: _____	
Agreement Duration: _____	Beginning Date: _____	Ending Date: _____

The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress:

Manner of Reporting: One-on-one Small Group E-mail/digital/online platform Fax Mail

Time: _____ **Frequency:** _____ **Place of Meeting:** _____

Method of Study: Specific methods of study will be designated on the Student Assignment Sheet and Attendance Record incorporated herein. Examples of methods of study for the student will include but are not limited to:

Independent Reading Textbook Activities Problem Solving Study Projects Drill & Practice
 Experiential Learning Computerized Curriculum Web/Internet Research Library Research Field Trips
 Learning Center Courses Other _____

Method of Evaluation: Academic evaluations will be designated on the Student Assignment Sheet and Attendance Record incorporated herein. Examples of acceptable methods of evaluation include but are not limited to:

Teacher-made Tests Student Conferences Progress/Report Cards Chapter/Unit Tests Work Samples
 Observations Portfolios State Standards Testing Learning Journals
 Presentations Quizzes Labs Finals Other _____

Method of Work submission: Turned in upon return (*only for IS placements of less than 5 days*) Email
 Google Classroom submission Other _____

Resources: The school will provide appropriate instructional materials and personnel to enable the student to complete the assigned work. Resources must include those reasonably necessary to the achievement of the objectives and must include resources that are normally available to all students on the same terms as the terms on which they are available to all. The school will confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete **turn in** assigned work, such as Chromebooks and hotspots. Assignments and specific resources will be designated on the Assignment and Attendance Record incorporated herein.

Board Policies:

- For pupils in all grade levels and programs offered by MPS, the maximum length of time that may elapse between the time an assignment is made (*i.e. due to be completed & submitted*) and the date by which the pupil must complete (*and submit*) the assigned work shall be five (5) school days.
- The Principal of each MPS school site, or his or her designee, shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:

- a. When any pupil fails to complete three (3) assignments during any period of five (5) school days.
- b. In the event a student’s educational progress falls below satisfactory levels as determined by the Charter School’s MTSS or SST policy and protocol which considers ALL of the following indicators:
- i. The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
- ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
- iii. Learning required concepts, as determined by the supervising teacher.
- iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

Objectives: The student will complete the courses listed below. All course objectives will be consistent with the established MPS board policy and are consistent with MPS standards, as outlined in MPS’ subject/course descriptions. The pupil shall engage in content provided by MPS which is aligned to grade level standards that are substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by MPS for graduation and approved by the UC or CSU as credible under the A-G admissions criteria. Assignment Sheet and Attendance Record will include additional descriptions of the major objectives and activities of the courses of study covered by this agreement including the evaluation of student work and is incorporated herein. The term “Course Value” (“CV”) refers to the number of days of work the student will attempt, or if applicable, the number of credits the student will attempt (secondary education). **Each subject area below shall have at least one “ASSIGNMENT SHEET” chart page created as part of this agreement. More shall be attached as needed pending length of IS placement.**

Course Credits or Other Measures of Academic Achievement to be Earned upon Completion:

Grades TK-5 Subject Area	Specific Course	CV (Days attempted)	Modified
Elementary School Grade	Grade-level work		No
Other			No
Other			No

Grades 6-12 Subject Area	Specific Course	CV (Days or credits attempted)	Modified
English			No
Mathematics			No
Science			No
History/Social Science			No
Other			No
Other			No

Statement of Academic and Other Supports for Special Populations: MPS shall utilize strategies described in its Charters and relevant existing policies such as MTSS and SST to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. MPS complies with the Individuals with Disabilities Education Act (“IDEA”) and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil’s individualized education program (“IEP”). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

Voluntary Statement: It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

Pupil-Parent-Educator Conference: Before signing this written agreement, the parent or guardian of a pupil may request that the Charter School conduct a telephone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the pupil, parent or guardian, and, if requested by the pupil or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the pupil in independent study, before making the decision about enrollment or disenrollment in the various options for learning.

Signatures and Dates¹:

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

Student: _____	Date: _____
Parent/Guardian/Caregiver: _____	Date: _____
Certificated employee designated as having responsibility for the general supervision of independent study:	
_____	Date: _____
Certificated employee designated as having responsibility for the special education programming of the pupil, as applicable	
_____	Date: _____

¹ Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

ASSIGNMENT SHEET

Student Name: _____	Grade: _____
Assignment Period: _____ to _____	
<i>Month/Day/Year</i>	<i>Month/Day/Year</i>

STUDENT ASSIGNMENTS**Students:**

- Student understands that this agreement will remain in effect as written, unless amended.
- Student will turn in all completed assignments to the Dean of Academics (or designee) as soon as they are completed or at the frequency agreed upon in the master agreement.
- Student understands that he/she will complete assigned work by its due date, as explained by teachers and described in written assignments.
- Student understands that they will turn in assignments to the school in the manner prescribed in this agreement within 5 days of its due date.

Teachers:

- Please include a brief summary of the assignment, the resources to be used to complete the assignment, and the method of evaluation of the assignment. (Attach additional sheets as necessary.)
- Academic **and Attendance** Credit/Evaluation is completed AFTER ~~the student returns and~~ the work has been evaluated.
- Submit this contract to the Office with an original student work sample within 5 days of student's return. Samples should have student name, date, subject, and marks of evaluation.

Course:**Teacher:****Email:**

Summary:

Resources:

Due Date(s):

Method of Evaluation:

Time value of submitted/completed work (as determined by teacher):

ASSIGNMENT SHEET

Student Name: _____ Grade: _____

Assignment Period: _____ to _____
Month/Day/Year *Month/Day/Year***STUDENT ASSIGNMENTS****Students:**

- Student understands that this agreement will remain in effect as written, unless amended.
- Student will turn in all completed assignments to the Dean of Academics (or designee) as soon as they are completed or at the frequency agreed upon in the master agreement.
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Course:**Teacher:****Email:**

Summary:

Resources:

Due Date(s):

Method of Evaluation:

Time value of submitted/completed work (as determined by teacher):

ASSIGNMENT SHEET

Student Name: _____ Grade: _____

Assignment Period: _____ to _____

Month/Day/Year *Month/Day/Year*

STUDENT ASSIGNMENTS

Students:

- Student understands that this agreement will remain in effect as written, unless amended.
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Course:

Teacher:

Email:

Summary:

Resources:

Due Date(s):

Method of Evaluation:

Time value of submitted/completed work (as determined by teacher): _____

ASSIGNMENT SHEET

Student Name: _____	Grade: _____
Assignment Period: _____ to _____ <i>Month/Day/Year</i> <i>Month/Day/Year</i>	

STUDENT ASSIGNMENTS**Students:**

- Student understands that this agreement will remain in effect as written, unless amended.
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Teachers:

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Course:**Teacher:****Email:**

Summary:

Resources:

Due Date(s):

Method of Evaluation:

Time value of submitted/completed work (as determined by teacher):

ASSIGNMENT SHEET

Student Name: _____	Grade: _____
Assignment Period: _____ to _____	
<i>Month/Day/Year</i>	<i>Month/Day/Year</i>

STUDENT ASSIGNMENTS**Students:**

- Student understands that this agreement will remain in effect as written, unless amended.
- Student will turn in all completed assignments to the Dean of Academics (or designee) as soon as they are completed or at the frequency agreed upon in the master agreement.
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Teachers:

- Please include a brief summary of the assignment, the resources to be used to complete the assignment, and the method of evaluation of the assignment. (Attach additional sheets as necessary.)
- Academic and Attendance Credit/Evaluation is completed AFTER the student returns and the work has been evaluated.
- Submit this contract to the Office with an original student work sample within 5 days of student's return. Samples should have student name, date, subject, and marks of evaluation.

Course:**Teacher:****Email:**

Summary:

Resources:

Due Date(s):

Method of Evaluation:

Time value of submitted/completed work (as determined by teacher):

DAILY ENGAGEMENT

MPS recognizes that families may not evenly distribute student’s work assignments over weekdays. However, due to strict State law requirements for charter school attendance, MPS expects each student to be engaged in an educational activity required of them in the assignments on each weekday that MPS is in session and asks that this “daily engagement” be documented on a daily basis on this sheet by the parent/guardian. This should not be read to prohibit schoolwork on weekends and should not be read to dictate the manner in which a family distributes the assignments over the independent study period. MPS asks that a parent/guardian refrain from documenting any “daily engagement” on a day where a student did not engage in any educational activity required of them by the assignments. By law, work done on weekends or other days when school is not in session cannot be used to “make-up” weekdays where no “daily engagement” occurred.

Note: In addition to parent/guardian affirmation, MPS may use a variety of means to document student’s daily engagement. These include, but are not limited to, daily time the student spent on online learning platforms, live interactions with the student, educational activity the student engaged in, and other means as verified by the supervising teacher.

Student Name: _____ Grade: _____
 Assignment Period: _____ to _____
Month/Day/Year Month/Day/Year

Daily Engagement in Educational Activities Assigned by the School on Days the School is in Session					
Week 1					
	Mon ___/___/___	Tue ___/___/___	Wed ___/___/___	Thu ___/___/___	Fri ___/___/___
English					
Mathematics					
Science					
History/Soc. S.					
Other					
Other					
Other					

*Parent – Please fill in the date and **initial** on subjects in which the student was engaged on each day.*

Parent/Guardian/Caregiver: _____ Date: _____
 (and/or) Supervising Teacher: _____ Date: _____

Student Name: _____ Grade: _____

Assignment Period: _____ to _____
Month/Day/Year Month/Day/Year

Daily Engagement in Educational Activities Assigned by the School on Days the School is in Session					
Week 2					
	Mon ___/___/___	Tue ___/___/___	Wed ___/___/___	Thu ___/___/___	Fri ___/___/___
English					
Mathematics					
Science					
History/Soc. S.					
Other					
Other					
Other					

*Parent – Please fill in the date and **initial** on subjects in which the student was engaged on each day.*

Parent/Guardian/Caregiver: _____ Date: _____
(and/or) Supervising Teacher: _____ Date: _____

Daily Engagement in Educational Activities Assigned by the School on Days the School is in Session					
Week 3					
	Mon ___/___/___	Tue ___/___/___	Wed ___/___/___	Thu ___/___/___	Fri ___/___/___
English					
Mathematics					
Science					
History/Soc. S.					
Other					
Other					
Other					

*Parent – Please fill in the date and **initial** on subjects in which the student was engaged on each day.*

Parent/Guardian/Caregiver: _____ Date: _____
(and/or) Supervising Teacher: _____ Date: _____

Student Name: _____ Grade: _____

Assignment Period: _____ to _____
Month/Day/Year Month/Day/Year

**Daily Engagement in Educational Activities Assigned by the School on Days the School is in Session
 Week 4**

	Mon __/__/__ /__	Tue __/__/__	Wed __/__/__	Thu __/__/__	Fri __/__/__
English					
Mathematics					
Science					
History/Soc. S.					
Other					
Other					
Other					

*Parent – Please fill in the date and **initial** on subjects in which the student was engaged on each day.*

Parent/Guardian/Caregiver: _____ Date: _____

(and/or) Supervising Teacher: _____ Date: _____

**Daily Engagement in Educational Activities Assigned by the School on Days the School is in Session
 Week 5**

	Mon __/__/__ /__	Tue __/__/__	Wed __/__/__	Thu __/__/__	Fri __/__/__
English					
Mathematics					
Science					
History/Soc. S.					
Other					
Other					
Other					

*Parent – Please fill in the date and **initial** on subjects in which the student was engaged on each day.*

Parent/Guardian/Caregiver: _____ Date: _____

(and/or) Supervising Teacher: _____ Date: _____

Student Name: _____ Grade: _____
 Assignment Period: _____ to _____
Month/Day/Year Month/Day/Year

Daily Engagement in Educational Activities Assigned by the School on Days the School is in Session					
Week 6					
	Mon ___/___/___ /___	Tue ___/___/___	Wed ___/___/___	Thu ___/___/___	Fri ___/___/___
English					
Mathematics					
Science					
History/Soc. S.					
Other					
Other					
Other					

*Parent – Please fill in the date and **initial** on subjects in which the student was engaged on each day.*

Parent/Guardian/Caregiver: _____ Date: _____
 (and/or) Supervising Teacher: _____ Date: _____

Daily Engagement in Educational Activities Assigned by the School on Days the School is in Session					
Week 7					
	Mon ___/___/___	Tue ___/___/___	Wed ___/___/___	Thu ___/___/___	Fri ___/___/___
English					
Mathematics					
Science					
History/Soc. S.					
Other					
Other					
Other					

*Parent – Please fill in the date and **initial** on subjects in which the student was engaged on each day.*

Parent/Guardian/Caregiver: _____ Date: _____
 (and/or) Supervising Teacher: _____ Date: _____

ATTENDANCE RECORDS

For Supervising Teacher Completion:

Student Name: _____ Grade: _____

a. Days of Daily Engagement on Educational Activities Required by the School on Days the School is in Session	_____																									
b. Time Value of Student Work Product as Personally Judged by the Supervising Teacher <i>(Measured in days)</i>	_____																									
c. Attendance Approved by Teacher <i>[Insert lesser of a & b]</i>	_____																									
d. Dates for Which Attendance Has Been Earned Through Independent Study	<table border="1"> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> </table>	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
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_____	_____	_____	_____	_____																						
_____	_____	_____	_____	_____																						
e. Check to Indicate Representative Work Sample(s) Collected	_____																									
Signature of Supervising Teacher (or designee): By signing below, I certify the days the student has engaged in educational activities required by the school on days that school is in session, and I certify my personal judgment of the time value of the student work product:																										
Signature _____ Date: _____																										

Documentation of Student Participation in Opportunities for Live Interaction and Synchronous Instruction

Student Name: _____ Grade: _____

Date	(Grades 4-8) Daily Live Interaction Opportunities		(Grades TK-3 Daily; Grades 9-12 Weekly) Synchronous Instruction Opportunities	
	Provided? (Yes/No)	Notes (By Who? How? Did the Student Participate?)	Provided? (Yes/No)	Notes (By Who? How? Did the Student Participate?)

By signing below, I certify the participation of the above student in synchronous instruction and live interaction opportunities.

Signature of Supervising Teacher:	Date:
--	--------------

MASTER AGREEMENT FOR INDEPENDENT STUDY

Student Name: _____	Date of Birth: _____	Grade: _____
Parent/Guardian Name: _____		
Home Address: _____		
Phone #: _____	Email: _____	
Agreement Duration: _____	Beginning Date: _____	Ending Date: _____

The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress:

Manner of Reporting: One-on-one Small Group E-mail/digital/online platform Fax Mail

Time: _____ **Frequency:** _____ **Place of Meeting:** _____

Method of Study: Specific methods of study will be designated on the Student Assignment Sheet and Attendance Record incorporated herein. Examples of methods of study for the student will include but are not limited to:

Independent Reading Textbook Activities Problem Solving Study Projects Drill & Practice
 Experiential Learning Computerized Curriculum Web/Internet Research Library Research Field Trips
 Learning Center Courses Other _____

Method of Evaluation: Academic evaluations will be designated on the Student Assignment Sheet and Attendance Record incorporated herein. Examples of acceptable methods of evaluation include but are not limited to:

Teacher-made Tests Student Conferences Progress/Report Cards Chapter/Unit Tests Work Samples
 Observations Portfolios State Standards Testing Learning Journals
 Presentations Quizzes Labs Finals Other _____

Method of Work submission: Turned in upon return (*only for IS placements of less than 5 days*) Email

Google Classroom submission Other _____

Resources: The school will provide appropriate instructional materials and personnel to enable the student to complete the assigned work. Resources must include those reasonably necessary to the achievement of the objectives and must include resources that are normally available to all students on the same terms as the terms on which they are available to all. The school will confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete/turn in assigned work, such as Chromebooks and hotspots. Assignments and specific resources will be designated on the Assignment and Attendance Record incorporated herein.

Board Policies:

- For pupils in all grade levels and programs offered by MPS, the maximum length of time that may elapse between the time an assignment is made (*i.e. due to be completed & submitted*) and the date by which the pupil must complete (*and submit*) the assigned work shall be five (5) school days.
- The Principal of each MPS school site, or his or her designee, shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:

- a. When any pupil fails to complete three (3) assignments during any period of five (5) school days.
- b. In the event a student’s educational progress falls below satisfactory levels as determined by the Charter School’s MTSS or SST policy and protocol which considers ALL of the following indicators:
- i. The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
- ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
- iii. Learning required concepts, as determined by the supervising teacher.
- iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

Objectives: The student will complete the courses listed below. All course objectives will be consistent with the established MPS board policy and are consistent with MPS standards, as outlined in MPS’ subject/course descriptions. The pupil shall engage in content provided by MPS which is aligned to grade level standards that are substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by MPS for graduation and approved by the UC or CSU as credible under the A-G admissions criteria. Assignment Sheet and Attendance Record will include additional descriptions of the major objectives and activities of the courses of study covered by this agreement including the evaluation of student work and is incorporated herein. The term “Course Value” (“CV”) refers to the number of days of work the student will attempt, or if applicable, the number of credits the student will attempt (secondary education). Each subject area below shall have at least one “ASSIGNMENT SHEET” chart page created as part of this agreement. More shall be attached as needed pending length of IS placement.

Course Credits or Other Measures of Academic Achievement to be Earned upon Completion:

Grades TK-5 Subject Area	Specific Course	CV <small>(Days attempted)</small>	Modified
Elementary School Grade	Grade-level work		No
Other			No
Other			No

Grades 6-12 Subject Area	Specific Course	CV <small>(Days or credits attempted)</small>	Modified
English			No
Mathematics			No
Science			No
History/Social Science			No
Other			No
Other			No

Statement of Academic and Other Supports for Special Populations: MPS shall utilize strategies described in its Charters and relevant existing policies such as MTSS and SST to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. MPS complies with the Individuals with Disabilities Education Act (“IDEA”) and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil’s individualized education program (“IEP”). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

Voluntary Statement: It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

Pupil-Parent-Educator Conference: Before signing this written agreement, the parent or guardian of a pupil may request that the Charter School conduct a telephone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the pupil, parent or guardian, and, if requested by the pupil or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the pupil in independent study, before making the decision about enrollment or disenrollment in the various options for learning.

Signatures and Dates¹:

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

Student: _____	Date: _____
Parent/Guardian/Caregiver: _____	Date: _____
Certificated employee designated as having responsibility for the general supervision of independent study:	
_____	Date: _____
Certificated employee designated as having responsibility for the special education programming of the pupil, as applicable	
_____	Date: _____

¹ Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

ASSIGNMENT SHEET

Student Name: _____	Grade: _____
Assignment Period: _____ to _____	
<i>Month/Day/Year</i>	<i>Month/Day/Year</i>

STUDENT ASSIGNMENTS**Students:**

- Student understands that this agreement will remain in effect as written, unless amended.
- Student will turn in all completed assignments to the Dean of Academics (or designee) as soon as they are completed or at the frequency agreed upon in the master agreement.
- Student understands that he/she will complete assigned work by its due date, as explained by teachers and described in written assignments.
- Student understands that they will turn in assignments to the school in the manner prescribed in this agreement within 5 days of its due date.

Teachers:

- Please include a brief summary of the assignment, the resources to be used to complete the assignment, and the method of evaluation of the assignment. (Attach additional sheets as necessary.)
- Academic and Attendance Credit/Evaluation is completed AFTER the student returns and the work has been evaluated.
- Submit this contract to the Office with an original student work sample within 5 days of student's return. Samples should have student name, date, subject, and marks of evaluation.

Course: Teacher: Email:	Summary: Resources: Due Date(s): Method of Evaluation:
--	---

Time value of submitted/completed work (as determined by teacher): _____

ASSIGNMENT SHEET

Student Name: _____ Grade: _____
 Assignment Period: _____ to _____
 Month/Day/Year Month/Day/Year

STUDENT ASSIGNMENTS

Students:

- Student understands that this agreement will remain in effect as written, unless amended.
- Student will turn in all completed assignments to the Dean of Academics (or designee) as soon as they are completed or at the frequency agreed upon in the master agreement.
- Student understands that he/she will complete assigned work by its due date, as explained by teachers and described in written assignments.
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- Academic and Attendance Credit/Evaluation is completed AFTER ~~the student returns and~~ the work has been evaluated.
- Submit this contract to the Office with an original student work sample within 5 days of student's return. Samples should have student name, date, subject, and marks of evaluation.

<p>Course:</p> <p>Teacher:</p> <p>Email:</p>	<p>Summary:</p> <p>Resources:</p> <p>Due Date(s):</p> <p>Method of Evaluation:</p>
---	---

Time value of submitted/completed work (as determined by teacher): _____

ASSIGNMENT SHEET

Student Name: _____	Grade: _____
Assignment Period: _____ to _____	
<i>Month/Day/Year</i>	<i>Month/Day/Year</i>

STUDENT ASSIGNMENTS**Students:**

- Student understands that this agreement will remain in effect as written, unless amended.
- Student will turn in all completed assignments to the Dean of Academics (or designee) as soon as they are completed or at the frequency agreed upon in the master agreement.
- Student understands that he/she will complete assigned work by its due date, as explained by teachers and described in written assignments.
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Teachers:

- Please include a brief summary of the assignment, the resources to be used to complete the assignment, and the method of evaluation of the assignment. (Attach additional sheets as necessary.)
- Academic and Attendance Credit/Evaluation is completed AFTER ~~the student returns and~~ the work has been evaluated.
- Submit this contract to the Office with an original student work sample within 5 days of student's return. Samples should have student name, date, subject, and marks of evaluation.

Course:	Summary:
Teacher:	
Email:	
	Resources:
	Due Date(s):
	Method of Evaluation:

Time value of submitted/completed work (as determined by teacher): _____

ASSIGNMENT SHEET

Student Name: _____ Grade: _____

Assignment Period: _____ to _____
*Month/Day/Year Month/Day/Year***STUDENT ASSIGNMENTS****Students:**

- Student understands that this agreement will remain in effect as written, unless amended.
- Student will turn in all completed assignments to the Dean of Academics (or designee) as soon as they are completed or at the frequency agreed upon in the master agreement.
- Student understands that he/she will complete assigned work by its due date, as explained by teachers and described in written assignments.
- Student understands that they will turn in assignments to the school in the manner prescribed in this agreement within 5 days of its due date.

Teachers:

- Please include a brief summary of the assignment, the resources to be used to complete the assignment, and the method of evaluation of the assignment. (Attach additional sheets as necessary.)
- Academic and Attendance Credit/Evaluation is completed AFTER ~~the student returns and~~ the work has been evaluated.
- Submit this contract to the Office with an original student work sample within 5 days of student's return. Samples should have student name, date, subject, and marks of evaluation.

Course:**Teacher:****Email:**

Summary:

Resources:

Due Date(s):

Method of Evaluation:

Time value of submitted/completed work (as determined by teacher): _____

DAILY ENGAGEMENT

MPS recognizes that families may not evenly distribute student’s work assignments over weekdays. However, due to strict State law requirements for charter school attendance, MPS expects each student to be engaged in an educational activity required of them in the assignments on each weekday that MPS is in session and asks that this “daily engagement” be documented on a daily basis on this sheet by the parent/guardian. This should not be read to prohibit schoolwork on weekends and should not be read to dictate the manner in which a family distributes the assignments over the independent study period. MPS asks that a parent/guardian refrain from documenting any “daily engagement” on a day where a student did not engage in any educational activity required of them by the assignments. By law, work done on weekends or other days when school is not in session cannot be used to “make-up” weekdays where no “daily engagement” occurred.

Note: In addition to parent/guardian affirmation, MPS may use a variety of means to document student’s daily engagement. These include, but are not limited to, daily time the student spent on online learning platforms, live interactions with the student, educational activity the student engaged in, and other means as verified by the supervising teacher.

Student Name: _____ Grade: _____
 Assignment Period: _____ to _____
Month/Day/Year Month/Day/Year

Daily Engagement in Educational Activities Assigned by the School on Days the School is in Session					
Week 1					
	Mon ___/___/___	Tue ___/___/___	Wed ___/___/___	Thu ___/___/___	Fri ___/___/___
English					
Mathematics					
Science					
History/Soc. S.					
Other					
Other					
Other					

*Parent – Please fill in the date and **initial** on subjects in which the student was engaged on each day.*

Parent/Guardian/Caregiver: _____ Date: _____
 (and/or) Supervising Teacher: _____ Date: _____

Student Name: _____ Grade: _____
 Assignment Period: _____ to _____
Month/Day/Year Month/Day/Year

Daily Engagement in Educational Activities Assigned by the School on Days the School is in Session					
Week 2					
	Mon ___/___/___	Tue ___/___/___	Wed ___/___/___	Thu ___/___/___	Fri ___/___/___
English					
Mathematics					
Science					
History/Soc. S.					
Other					
Other					
Other					

*Parent – Please fill in the date and **initial** on subjects in which the student was engaged on each day.*

Parent/Guardian/Caregiver: _____ Date: _____
 (and/or) Supervising Teacher: _____ Date: _____

Daily Engagement in Educational Activities Assigned by the School on Days the School is in Session					
Week 3					
	Mon ___/___/___	Tue ___/___/___	Wed ___/___/___	Thu ___/___/___	Fri ___/___/___
English					
Mathematics					
Science					
History/Soc. S.					
Other					
Other					
Other					

*Parent – Please fill in the date and **initial** on subjects in which the student was engaged on each day.*

Parent/Guardian/Caregiver: _____ Date: _____
 (and/or) Supervising Teacher: _____ Date: _____

Student Name: _____ Grade: _____

Assignment Period: _____ to _____
Month/Day/Year Month/Day/Year

Daily Engagement in Educational Activities Assigned by the School on Days the School is in Session					
Week 4					
	Mon ___/___/___ /___	Tue ___/___/___	Wed ___/___/___	Thu ___/___/___	Fri ___/___/___
English					
Mathematics					
Science					
History/Soc. S.					
Other					
Other					
Other					

*Parent – Please fill in the date and **initial** on subjects in which the student was engaged on each day.*

Parent/Guardian/Caregiver: _____ Date: _____

(and/or) Supervising Teacher: _____ Date: _____

Daily Engagement in Educational Activities Assigned by the School on Days the School is in Session					
Week 5					
	Mon ___/___/___ /___	Tue ___/___/___	Wed ___/___/___	Thu ___/___/___	Fri ___/___/___
English					
Mathematics					
Science					
History/Soc. S.					
Other					
Other					
Other					

*Parent – Please fill in the date and **initial** on subjects in which the student was engaged on each day.*

Parent/Guardian/Caregiver: _____ Date: _____

(and/or) Supervising Teacher: _____ Date: _____

Student Name: _____ Grade: _____
 Assignment Period: _____ to _____
Month/Day/Year Month/Day/Year

Daily Engagement in Educational Activities Assigned by the School on Days the School is in Session					
Week 6					
	Mon ___/___/___ /___	Tue ___/___/___	Wed ___/___/___	Thu ___/___/___	Fri ___/___/___
English					
Mathematics					
Science					
History/Soc. S.					
Other					
Other					
Other					

*Parent – Please fill in the date and **initial** on subjects in which the student was engaged on each day.*

Parent/Guardian/Caregiver: _____ Date: _____
 (and/or) Supervising Teacher: _____ Date: _____

Daily Engagement in Educational Activities Assigned by the School on Days the School is in Session					
Week 7					
	Mon ___/___/___	Tue ___/___/___	Wed ___/___/___	Thu ___/___/___	Fri ___/___/___
English					
Mathematics					
Science					
History/Soc. S.					
Other					
Other					
Other					

*Parent – Please fill in the date and **initial** on subjects in which the student was engaged on each day.*

Parent/Guardian/Caregiver: _____ Date: _____
 (and/or) Supervising Teacher: _____ Date: _____

ATTENDANCE RECORDS

For Supervising Teacher Completion:

Student Name: _____ Grade: _____

a. Days of Daily Engagement on Educational Activities Required by the School on Days the School is in Session	_____																									
b. Time Value of Student Work Product as Personally Judged by the Supervising Teacher <i>(Measured in days)</i>	_____																									
c. Attendance Approved by Teacher <i>[Insert lesser of a & b]</i>	_____																									
d. Dates for Which Attendance Has Been Earned Through Independent Study	<table border="1"> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> </table>	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
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_____	_____	_____	_____	_____																						
_____	_____	_____	_____	_____																						
e. Check to Indicate Representative Work Sample(s) Collected	_____																									
Signature of Supervising Teacher (or designee): By signing below, I certify the days the student has engaged in educational activities required by the school on days that school is in session, and I certify my personal judgment of the time value of the student work product:																										
Signature _____ Date: _____																										

Documentation of Student Participation in Opportunities for Live Interaction and Synchronous Instruction

Student Name: _____ Grade: _____

Date	(Grades 4-8) Daily Live Interaction Opportunities		(Grades TK-3 Daily; Grades 9-12 Weekly) Synchronous Instruction Opportunities	
	Provided? (Yes/No)	Notes (By Who? How? Did the Student Participate?)	Provided? (Yes/No)	Notes (By Who? How? Did the Student Participate?)

By signing below, I certify the participation of the above student in synchronous instruction and live interaction opportunities.

Signature of Supervising Teacher:	Date:
--	--------------

Coversheet

Approval of Expansion of College Application Fee Policy

Section: VI. Action Items
Item: D. Approval of Expansion of College Application Fee Policy
Purpose: Vote
Submitted by:
Related Material: VI_D_Expansion of College Application Fee Policy.pdf



Agenda Item:	V E: Information/Discussion Item
Date:	June 8, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Erdinc Acar, Chief Academic Officer William Gray, Director of Educational Services
RE:	Approving Expansion of College Application Fee Policy

Action Proposed:

I recommend that the Board approve the expanded College Application Fee Policy for use by all Magnolia Public Schools campuses.

Purpose:

To expand the College Application Fee Policy to allow Magnolia Public School campuses to pay for up to five college applications instead of the current three.

Background:

In order to support college applications for our lower-income students, the Magnolia Public Schools Governing Board adopted the College Application Fee policy to pay for college application fees for its seniors. As a starting point, the College Application Fee policy was written to pay for up to three applications for current seniors to apply to the University of California and the California State University systems.

During the 2022-23 school year, its first year of implementation, the College Application Fee policy was used by twenty-eight seniors across five Magnolia Public Schools campuses to submit sixty college applications that they would not have otherwise been able to submit. Once the application deadlines had passed, College Counselors communicated their feedback regarding this new policy with the Director of Educational Services. The consensus was that the three applications to the University of California and/or the California State University systems were appreciated, but that five applications to any college would be better for students so that students could have more options. The Director of Student Services then presented this expansion to the Principals of Magnolia Public Schools at their monthly meeting and they approved this proposal from a budgetary standpoint.

Analysis:

The expansion of this policy to allow schools to pay for more college applications for current seniors will allow students to have more options when it comes to their post-secondary options by allowing them to submit applications to more universities.

Impact:



The expansion of this policy to allow schools to pay for more college applications for current seniors will allow students to have more options when it comes to their post-secondary options by allowing them to submit applications to more universities.

Budget Implications:

The budgetary impact is estimated to be up to \$25,000 spread across all high school campuses if every senior that is eligible for this policy takes advantage of this opportunity.

Exhibits:

- Current College Application Fee Policy with Highlighted Suggested Changes (Page 3)
- Proposed Revised College Application Fee Policy for Adoption (Page 5)

MAGNOLIA PUBLIC SCHOOLS COLLEGE APPLICATION FEE POLICY

Magnolia Public Schools (“MPS”) provides a college-preparatory educational program emphasizing science, technology, engineering, arts and math in a safe environment that cultivates respect for self and others. MPS believes that a student’s application for and acceptance into a variety of four-year college programs is the capstone of the MPS educational program. Thus, the Board of Directors of MPS hereby declares that students’ college applications are an essential component of the MPS educational program and, as such, any fees associated with such applications, as deemed necessary by MPS, must be paid by MPS. However, MPS also recognizes its responsibilities as a fiduciary of the public purse and, as such, must put in place safeguards to ensure public funds are not spent to benefit solely private interests. As such, reimbursement of college application fees, in the manner dictated by this Policy, shall not be considered a gift of public funds in violation of Section 6 of Article 16 of the California State Constitution.

Eligibility:

- **Student Need:** All high school seniors that are currently enrolled at a Magnolia Science Academy campus are eligible to receive up to ~~\$210~~ **\$350** reimbursement for up to ~~3~~ **5** application fee instances to university/college (“college”) campuses. ~~within the California State University or University of California systems (“CSU”, “UC”).~~
 - **Note:** Students whose family Adjusted Gross Income makes them eligible for existing fee waivers provided by the CSU and UC system shall not be eligible for reimbursement ~~for applications to these university systems~~ as their application fees are already waived for up to 4 CSU and 4 UC campuses, per extant CSU & UC policy. MPS College Counselors shall support these students in receiving these ~~and other~~ fee waivers ~~prior to utilizing this policy.~~
- **GPA:** Students shall have earned the Minimum Cumulative GPA and credits required to demonstrate eligibility to apply to the ~~colleges to which they are applying. CSU or UC system, as outlined by those respective systems.~~
- **Deadlines:** The student and guardian(s) are responsible for submitting college applications and paying associated fees by the deadlines outlined by the ~~respective colleges. CSU and UC systems.~~
- **Documentation:** The student and guardian(s) are responsible for obtaining the evidence required for verification of application fees paid on the “College Application Fee Reimbursement Form” in order to receive reimbursement.
 - Principals shall determine the documentation that is necessary for reimbursement in line with any applicable MPS fiscal policies. Documentation will need to include: evidence of application confirmation(s) and copies of detailed payment receipt will be required (ex: credit card receipt, check images from bank statements, etc)

Procedures:

- **Readiness:** The student must be on track to graduate from MPS and have demonstrated eligibility to apply to the ~~CSU/UC campuses/colleges~~ of their choosing.
- **Applications:** The student shall follow the instructions of their College Counselor to ensure the accuracy of their applications. Guardians shall pay for the application fees via ~~CSU/UC the colleges’ outlined~~ procedures by the deadlines outlined by those institutions. Reimbursement shall only be issued after the student applies for admission and fees are paid. ~~If feasible, Magnolia Public Schools may pay for the application fees directly per fiscal procedures.~~
- **Amount of Reimbursement:**
 - Students and guardians that are eligible may apply for reimbursement for up to ~~\$210~~ **\$350** to cover the costs of ~~three five college CSU or UC~~ applications.
 - Principals shall make the determination of the amount to be reimbursed based upon site availability of funds.
- **Source of Funds:** Principals shall make the determination as to the source of funds used for reimbursement. Possible funding sources include: ESSA funds, LCFF Funds, Title Funds, One-time grants, Gifts, Donations, etc.

Signatures and Dates:

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

Student	Date	Parent/Guardian/Caregiver Date

**MAGNOLIA PUBLIC SCHOOLS
College Application Fee Reimbursement Form**

Student Information:

Last Name: First Name/MI:

Grade: Date of Birth: Cumulative GPA:

Application Number 1 Information:

College Name: Date Applied:

Evidence of Application Attached? Circle: Yes No Verification Signature:

Application Number 2 Information:

College Name: Date Applied:

Evidence of Application Attached? Circle: Yes No Verification Signature:

Application Number 3 Information:

College Name: Date Applied:

Evidence of Application Attached? Circle: Yes No Verification Signature:

Notes:

Signatures:

Student Signature	Date
Parent/Guardian/Caregiver Signature	Date

Principal Approval:

Amount to be reimbursed:

Notes, including name and address of check recipient:

Principal Signature	Date

MAGNOLIA PUBLIC SCHOOLS COLLEGE APPLICATION FEE POLICY

Magnolia Public Schools (“MPS”) provides a college-preparatory educational program emphasizing science, technology, engineering, arts and math in a safe environment that cultivates respect for self and others. MPS believes that a student’s application for and acceptance into a variety of four-year college programs is the capstone of the MPS educational program. Thus, the Board of Directors of MPS hereby declares that students’ college applications are an essential component of the MPS educational program and, as such, any fees associated with such applications, as deemed necessary by MPS, must be paid by MPS. However, MPS also recognizes its responsibilities as a fiduciary of the public purse and, as such, must put in place safeguards to ensure public funds are not spent to benefit solely private interests. As such, reimbursement of college application fees, in the manner dictated by this Policy, shall not be considered a gift of public funds in violation of Section 6 of Article 16 of the California State Constitution.

Eligibility:

- **Student Need:** All high school seniors that are currently enrolled at a Magnolia Science Academy campus are eligible to receive up to \$350 reimbursement for up to 5 application fee instances to university/college (“college”) campuses.
 - **Note:** Students whose family Adjusted Gross Income makes them eligible for existing fee waivers provided by the CSU and UC system shall not be eligible for reimbursement for applications to these university systems as their application fees are already waived for up to 4 CSU and 4 UC campuses, per extant CSU & UC policy. MPS College Counselors shall support these students in receiving these and other fee waivers prior to utilizing this policy.
- **GPA:** Students shall have earned the Minimum Cumulative GPA and credits required to demonstrate eligibility to apply to the colleges to which they are applying.
- **Deadlines:** The student and guardian(s) are responsible for submitting college applications and paying associated fees by the deadlines outlined by the respective colleges.
- **Documentation:** The student and guardian(s) are responsible for obtaining the evidence required for verification of application fees paid on the “College Application Fee Reimbursement Form” in order to receive reimbursement.
 - Principals shall determine the documentation that is necessary for reimbursement in line with any applicable MPS fiscal policies. Documentation will need to include: evidence of application confirmation(s) and copies of detailed payment receipt will be required (ex: credit card receipt, check images from bank statements, etc)

Procedures:

- **Readiness:** The student must be on track to graduate from MPS and have demonstrated eligibility to apply to the colleges of their choosing.
- **Applications:** The student shall follow the instructions of their College Counselor to ensure the accuracy of their applications. Guardians shall pay for the application fees via the colleges’ outlined procedures by the deadlines outlined by those institutions. Reimbursement shall only be issued after the student applies for admission and fees are paid. If feasible, Magnolia Public Schools may pay for the application fees directly per fiscal procedures.
- **Amount of Reimbursement:**
 - Students and guardians that are eligible may apply for reimbursement for up to-\$350 to cover the costs of five college applications.
 - Principals shall make the determination of the amount to be reimbursed based upon site availability of funds.
- **Source of Funds:** Principals shall make the determination as to the source of funds used for reimbursement. Possible funding sources include: ESSA funds, LCFF Funds, Title Funds, One-time grants, Gifts, Donations, etc.

Signatures and Dates:

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

_____ Student _____ Date _____ Parent/Guardian/Caregiver _____ Date

MAGNOLIA PUBLIC SCHOOLS
College Application Fee Reimbursement Form

Student Information:

Last Name: _____ First Name/MI: _____

Grade: _____ Date of Birth: _____ Cumulative GPA: _____

Application Number 1 Information:

College Name: _____ Date Applied: _____

Evidence of Application Attached? Circle: Yes No Verification Signature: _____

Application Number 2 Information:

College Name: _____ Date Applied: _____

Evidence of Application Attached? Circle: Yes No Verification Signature: _____

Application Number 3 Information:

College Name: _____ Date Applied: _____

Evidence of Application Attached? Circle: Yes No Verification Signature: _____

Notes: _____

Signatures:

Student Signature Date

Parent/Guardian/Caregiver Signature Date

Principal Approval:

Amount to be reimbursed: _____

Notes, including name and address of check recipient: _____

Principal Signature Date